

*Richard Gause Boone Memorial Number*



# THE SIERRA EDUCATIONAL NEWS

Volume XIX

OCTOBER 1923

No. 8

**Richard Gause Boone**

**Biographical Sketches**

**Personal Tributes**

**Unpublished Articles and Editorials**

**World Federation of Education Associations**

**Parent-Teacher Associations**

**Near East Colleges Today**

**Why Join the C. T. A.?**

**Newsy Notes**

## A BISCUIT PAGE

Chicago, October 1, 1923.

### TO THE DOMESTIC SCIENCE TEACHERS OF THE NATION:

The secret of making light Baking Powder Biscuits is found in the following:

1. "Cut in" the shortening. Less air is squeezed or pressed out of the sifted mixture as when fingers are used. Also when shortening is melted from heat of fingers, more flour is worked into dough, thus toughening it.
2. Add just enough liquid to make a soft dough, mix it lightly and just enough to combine the flour and liquid. Further handling toughens dough.
3. Have a hot oven. If baked in too slow an oven, the gas will escape before it has raised the dough.
4. Use a reliable baking powder. Why not Calumet?

Below are a few "Reliable Recipes" that make a practical application of these four suggestions.

#### STANDARD BAKING POWDER BISCUIT

4 cups flour	2 tablespoons butter or lard
4 level teaspoons Calumet Baking Powder	About 2 cups of milk or water, more or less; enough to mix a very soft dough
1 level teaspoon salt	

Sift the flour, salt and baking powder together thoroughly. Rub in shortening with fingers, flexible knife, known as spatula, or rounding edge of a large spoon. With a little practice the spatula or spoon can be made to do better work than the fingers. Add milk or water, as cold as possible, mixing to a very soft dough. Mix with a spoon or flexible knife, in preference to using the warm hand. Turn dough on a well floured board, and roll out lightly till half an inch thick. Cut into biscuits and lay in baking pan, not too closely. Bake in hot oven from 12 to 15 minutes.

#### CALUMET BISCUIT

4 cups of sifted pastry flour	2 tablespoons of butter or lard
4 level teaspoons Calumet Baking Powder	$\frac{1}{2}$ cup of milk
1 level teaspoon of salt	$\frac{3}{4}$ cup of water

Sift flour once, then measure, add salt and baking powder and sift three times, rub shortening in with fork or spoon, add milk and water, turn out on a well floured board and roll one inch thick, cut and bake in a quick oven about 12 to 15 minutes.

#### DIXIE BISCUIT

4 cups sifted flour	4 tablespoons shortening
3 level teaspoons Calumet Baking Powder	1 cup sweet milk
1 level teaspoon salt	Whites of 2 eggs

Prepare flour, baking powder, salt and shortening as for ordinary biscuit; beat the egg whites very stiff, add to the milk and mix dough. Roll thin, brush well with melted butter, fold over and press dough together before cutting. Prick the biscuit with a fork before placing in the oven, and bake quickly. This makes splendid shortcake.

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THE SIERRA EDUCATIONAL NEWS



Dr. Richard Gause Boone, teacher, educator, author, who after a long life of service to California and the nation, died April 8, 1923. Dr. Boone was an authority on the science and art of education, was long professor of education at the University of California, formerly superintendent of the Cincinnati, Ohio, schools, president of the Ypsilanti State Normal School, and in recent years the Associate Editor of this magazine.



# EDITORIAL



**T**HE most far-reaching work of the World Conference recently held in San Francisco was the setting up of plans for a World Federation of Education Associations.

## WORLD FEDERATION OF EDUCATION ASSOCIATIONS

Nothing so well shows the objects of this world movement than this terse statement from the provisional constitution of the Federation:

"The objects of this Federation shall be to secure international cooperation in educational enterprises, to foster the dissemination of information concerning education in all its forms among nations and peoples, to cultivate international goodwill, and to promote the interests of peace throughout the world."

### Development of International Clearing House

The successful launching of this movement for universal education, international good will and world peace, recalls the prophetic plan worked out by James A. Barr and published in the "Sierra Educational News" in March, 1922, under the heading, "World Associations and Clearing Houses." At the meeting of the National Education Association in July, 1922, this plan in its essential parts was adopted and organization work went forward under the inspiring leadership of Dr. Augustus O. Thomas, Commissioner of Education, Maine. The World Conference on Education was called to meet in San Francisco under the auspices of the National Education Association. Some fifty nations and five millions of teachers were represented. After full consideration, the nations of the world were called upon to join in the formation of a World Federation with a program finally leading, it is hoped, through a world concert in education to international good will and world peace.

Plan of March, 1922

In view of the tremendous possibilities for

good through the work of the World Federation launched in San Francisco last July, it seems timely to quote from our editorial on "Notable International Plan," as published in the issue for March, 1922:

"The complete plan for a world concert in education and for the formation of international clearing houses gradually to secure international standards and to help create 'a new order of international friendship, justice and good will,' as presented in this issue, is well worth the study of the leaders in all nations in these days of turmoil and reconstruction. The plan was partially developed under the constructive leadership of President Charles C. Moore and James A. Barr, Director of Congresses, at the Panama-Pacific International Exposition, held in San Francisco in 1915.

"Perhaps no man now living has had a wider experience in organization work connected with national and international associations than has Mr. Barr. During the years with the Exposition, he was brought in touch with more than 6500 of these organizations. He had opportunity to study their work, their strength, their weaknesses—above all, the need for national and international 'clearing houses to bring about a better understanding for the common good.' The brief paper presented in this issue represents years of study and of constructive work.

### An Exposition Plan

"Certain it is that preceding the outbreak of the World War, there had been worked out definite arrangements for a World's Congress of Congresses, to meet under the auspices of the Exposition. Some 200 of these international associations, centered in Europe, were to have participated in this Congress. Definite plans were afoot to develop a real world 'clearing house' of associations that would certainly have been the crowning achievement of the Exposition. And then the war came. Now, with the need for a 'new order of international friendship, justice and good will' more imperative than ever,



the Exposition 'dream' may yet come true. As well stated in the paper, 'in all this, education should take a leading part.' The National Education Association has a wonderful opportunity to lead in organizing for a Second International Congress of Education to give a fuller expression to work so well inaugurated in Oakland in 1915, in forming an International Education Association, and finally, to help bring about a coordination of the work of related national and international associations, through the formation of a world 'clearing house' of associations. Nothing will so make for a lasting world peace as would these international 'clearing houses.'"

#### The "Clearing House" Idea

The new World Federation will, as suggested by Mr. Barr in the plan of March, 1922, become an "international clearing house" for all affiliated nations. To develop this "clearing house" idea was necessary so that each nation would be on an equality with all other nations. It is on this "clearing house" basis that the California Teachers' Association has so successfully pioneered the way for some fourteen years. It was this same plan that was later adopted in a nation-wide way by the National Education Association. And now comes the California "clearing house" plan applied in a world-wide way by the new World Federation.

#### Logic of the Plan

Considering the forward-looking World Federation organized in San Francisco, it seems timely again to quote from our editorial statement in the issue of March, 1922:

"The California Teachers' Association, with its central Council of Education, is based on the 'clearing house' idea. Other states have developed the California plan. The National Education Association has its national 'clearing house,' on a representative basis. It is entirely logical and eminently practical to go a step further and form an International Education Association, with its central 'clearing house,' and it is just as logical to have a World Association of Associations, with its central 'clearing house' as a means of taking 'a concert of many minds' to all the nations. Certainly any such plan would iron out

racial and national differences and lead very definitely toward 'a new order of international friendship, justice and good will.'"

#### Looking Forward

Under the wise leadership of Dr. Thomas, the first President of the New World Federation, assisted by other provisional officers representing England, China, Greece, Japan, Canada, India and Scotland, the new organization has already begun its epoch-making work. It will take time to overcome, even in part, the hatreds reaching back through the centuries. But through education it may finally be done. And in time the even broader conception of a "World Clearing House of Associations" may come.

A. H. C.

**S**OCIOLOGY is a new science. It is Man studying himself, in the cold white light of the truth, with a view to the improvement of humanity and its environment. Some people consider it more important than traditional theology (with its wilderness of bitter and mouldy factional quarrels and slaughter).

Sociology is a lusty young giant. It symbolizes Man the Creator, — re-making himself and profoundly transforming his natural background. Inevitably it comes to have an increasingly large and important place in the educational program.

An American *joint commission on the presentation of social studies in the schools* was organized some time ago. This commission represented the American Historical Association, the American Economic Association, the American Political Science Association, the American Sociological Society, the National Council of Geography Teachers, and the Association of Collegiate Schools of Business.

The Commission made preliminary inquiries from one hundred distinguished workers in each of the fields,—history, political science, geography, sociology, and economics. The replies were formulated and worked over several times,



until a final statement was produced, setting forth "the distinctive contributions" of the social sciences to "a school curriculum organized around social objectives."

The impressive and tremendously important document opens with this noble statement:

"If it be accepted that the school curriculum (indeed, the whole school life) should be organized around social objectives, it may be said that the purpose of that curriculum is to enable our youth to realize what it means to live in society, to appreciate how people have lived and do live together, and to understand the conditions essential to living together well; to the end that our youth may develop such abilities, inclinations, and ideals as may qualify them to take an intelligent and effective part in an evolving society."

The distinctive contribution of sociology is set forth in lucid phrases:

"The distinctive contribution of sociology to a school curriculum organized around social objectives is to show that, however much may be allowed for individual initiative and for natural environment, human life has been conditioned more by its social setting than by any other cause.

"Understanding of the social setting results from study of society as a composite unity made up of many interrelated groups, and carrying on many independent activities, all of which are conditioned by certain ever-present types of causation. The repetitions manifestations of these ever present types of causation are more or less subject to statistical treatment, and make up those trends of social change, a full statement of which would be social laws.

"Sociology studies the various forms of causal relations between the activities of groups of individuals that are always occurring in homes, schools, neighborhoods, crowds, publics, and wherever human beings meet, and that give rise to public opinion, customs, and institutions.

"Sociology also studies the problems of population, the effects on all types of social activity which result from small or large numbers, sparse or dense distribution, and from differences in the quality of the individuals who compose the population, both their inborn traits as determined by racial and family heredity, and the acquired traits which result from prevalent vices, diseases, occupation, and mode of life. This branch of sociology includes certain aspects of the problems of immigration, eugenics, and public health.

"It studies the causes, prevention, and treatment of poverty and crime.

"It makes a comparative study of different societies, including the most primitive, which reveals the social origins and the method of progress. This comparative study shows that *nothing is too repugnant to us to have been customary somewhere* and that we must be slow to think that anything is too ideal to be possible sometime, for customs and instructions are as variable as the states of mind and feeling which issue from social causations.

"The study of sociology tends to dissolve the prejudices and bigotries which are the chief obstacles to social cooperation by showing that such prejudices are mostly formed at an age when rational judgment on fundamental problems is impossible, and that in the overwhelming majority of instances those who differ from each other most radically would hold similar opinions and sentiments if they had been molded by similar influences.

"Sociology throws a clear light upon the aims of education for it shows that distinctively human nature is second nature socially acquired and that if from birth one could be excluded from all social contacts he would remain a naked savage and a dumb brute.

"It illuminates the methods of education by its study of the effects of social contacts, and it supplies materials for moral instruction in the schools by its study of the relations between society and the individual and of the interdependence of groups.

"Such study presents in its full light the fact that all social life is team-work. It tends to evoke the spirit of cooperation. It reveals grounds for ethical requirements and sources of ethical incentive."

This is not light nor easy reading, but it is profoundly true, profoundly dynamic, and profoundly needed in the modern school program.

We are training our boys and girls not for their selfish individual gratification and "salvation", but for team work in society.

V. MacC.

IN our May, 1923, issue there was chronicled the passing, on April 8 last, of Dr. Richard Gause Boone. Dr. Boone had been ailing for many months preceding his death, but to within a few days of the last DR. BOONE— he was regularly at his desk in MAN AND the office of the Sierra Educational News, carrying on his TEACHER work as Associate Editor.

We realized at that time, as we realize now, the inadequacy of language to express full ap-

preciation of Dr. Boone and his work, or to set forth to those unacquainted with him a measure of his efforts and his achievements in the educational world. Since last spring we have had in mind a memorial number of the Sierra Educational News in commemoration of Dr. Boone and of his life and work.

At the time he accepted appointment as Associate Editor on this magazine, we were sadly in need of assistance to aid in the manifold duties connected with our organization. His time was fully taken up at the University of California, but at the end of the first year with us, we persuaded him to reduce his program at the University; and later, so valuable were his services to our organization and such an appeal did the work have for him, that he finally gave us his entire time. His wealth of experience, broad outlook on education and marvelous ability of analyses and expression were the cause of comment throughout the nation. His editorials and articles were so keen and penetrating, so teeming with common sense, so opportune and helpful that they attracted the leaders in education the country over. During his connection with the publication it became by common consent one of the leading educational publications in the country.

Dr. Boone was an indefatigable worker. He was never idle. No worthwhile book on education escaped him. No educational magazine or publication but had his attention. He took occasion to reduce to paper, thoughts that came to him regarding the progress of education, with the result that there were on file at the time of his death a considerable number of editorials and articles not heretofore published. Those we are using in this number are typical of the wealth of material bearing his signature.

We have often stated that among other characteristics Dr. Boone possessed in marvelous degree the ability to gather from the printed page in brief time the salient and important facts contained therein, while ignoring the husks. He had mastered the art of study as well as has any student in America. For this reason his book reviews were eagerly read.

Publishers and students of education have commented upon these reviews, many of which have been reprinted and distributed.

No man ever placed a higher value upon time than did Dr. Boone. He knew that the greatest waste in the world is the waste of time; but withal he was never hurried or flustered. He had the phenomenal ability to grant the unhurried interview, yet always to keep the discussion to the point at issue. Criticism and suggestion were never withheld from any who sought his judgment or counsel.

In this day of specialization it is quite the custom to seek the last word in a given field of knowledge by consulting an expert in that field. In the realm of education Dr. Boone was an authority upon almost any modern development. He had the pliable and elastic mind. While thoroughly grounded in educational philosophy and never ignoring substantial foundations, he studied intensively every new and modern phase and could be relied upon to evaluate a subject or method when many of the specialists were floundering in a sea of words. He was a teacher of marked ability, a speaker whose thought and phrasing held the audience from beginning to end, a profound thinker, a rare personality and a valued friend.

The last piece of work done by Dr. Boone was the compiling of a history of educational organization in California. It was undertaken at our suggestion a year before his death and was carried forward to the last detail, being completed from his bed. There was gathered by him a mass of material forming a document which it is our regret cannot be published by our association in full. The hope is expressed that opportunity may present itself for its ultimate publication through some available source.

The letters from friends, former students and associates of Dr. Boone included herewith, are typical of the high regard in which he was held by all who knew him. The California Teachers' Association, the Sierra Educational News and the country generally will realize more fully as time goes on the results of Dr. Boone's labors and efforts in the cause of education. A. H. C.

## Richard Gause Boone IN MEMORIAM

### BIOGRAPHICAL SKETCH

**D**R. RICHARD GAUSE BOONE was born in Spiceland, Henry County, Indiana, September 9, 1849. He was of Quaker descent through both father and mother. He began his teaching in southern Indiana when only slightly over seventeen years of age. His Indiana experience included rural, village and town schools and principalships. He became superintendent of the Frankfort, Indiana, schools in 1876, which position he held until called to Indiana University at Bloomington in 1886. Here he organized a Department of Pedagogy under the then President, Dr. David Starr Jordan. During his seven years at Bloomington he was on leave of absence for a year of study at Johns Hopkins University. While serving at Indiana University as Professor of Pedagogy, he filled also the post of Professor of Psychology and Philosophy in the temporary absence of the head of this department.

In 1893 Dr. Boone was elected President of the Michigan Normal School at Ypsilanti, this institution offering full four years for high school graduates and conferring the degree of B. Pd.

It was in 1889 while at Indiana University that his able and popular work, "Education in the United States" was published. Two years later, his "History of Education in Indiana" appeared and in 1904 his "Science of Education." "Education in the United States" was adopted for use in the Indiana Teachers' Reading Circle, the volume having a large sale. It is significant that while Dr. Boone's work on the "Science of Education" and that on "Education in the United States" were forerunners in their respective fields, they remain authentic to the present day.

Dr. Boone appeared, during his life time, upon platforms in practically every state in the Union. He was, for years, one of the most sought after speakers in the country upon educational topics. He was a member of the National Education Association and for many years a member of the National Council of Education. He served as a member of the Committee of Fifty invited to confer with the

Board of Education of Chicago to revise the Chicago school system.

For six years Dr. Boone was Superintendent of Schools of Cincinnati, in which position he made a national reputation as a school administrator. From Cincinnati he came to California to accept a professorship in education in the University of California, which position he held until his retirement in 1922.

He was acting head of the School of Education of the University of California during a year of absence of Dean Lange. For several years during the time he held the professorship of education, he was connected with the Sierra Educational News as its Associate Editor. This position he held until his death on April 8, 1923.

At one period in Dr. Boone's career he was offered the presidency of Swarthmore College. The presidency of Indiana University was also tendered him. Both positions were declined as he had an overwhelming love for teaching.

Dr. Boone was married in 1874 to Mary E. Stanley of Indiana. There are three children, two sons and one daughter. But one of his father's family remains, J. C. Boone of Indianapolis.

### DR. BOONE IN INDIANA

BARTON WARREN EVERMANN

Director California Academy of Sciences  
San Francisco

**W**HILE yet in his teens, Richard G. Boone began his career as a teacher in the public schools of Indiana. Even before his graduation at the Spiceland Academy in 1871, he had taught one or two country schools, the first one, I am informed, being near the little village of Azalia, Bartholomew County. Meeting with rather unusual success in country and village schools, he was in 1876 selected to superintend the schools of Frankfort, one of the rapidly growing country towns of the state. He remained at Frankfort some ten years, laboring incessantly and successfully to put the Frankfort schools upon a sound educational basis. He very soon placed them among the best and best known in Indiana.

As head of the Frankfort schools he showed





DR. BOONE IN INDIANA

unusual ability as an organizer and executive. In the first place, he had very clear and well-defined ideas as to the function of the public school. This carried with it a very clear understanding of the subjects that should go into the school curriculum and of their relative educational values. He also had clean-cut ideas as to methods of instruction whereby the curriculum could be made to realize most fully the purpose of the school. And of equal importance, he was an excellent judge of teachers. This enabled him to build up a teaching staff in the Frankfort schools which had few equals in the state. A large percentage of his teachers were men and women of exceptional education and training, and fitness for the work of their respective grades and subjects. This was particularly true in the lower grades. Superintendent Boone believed that the work of the primary teacher is at least equally important with that of the other grades. Therefore, when a teacher showed herself to be unusually efficient in a particular grade, he endeavored to make the salary sufficiently attractive to cause her to prefer to remain in that grade.

It was during these years that I came to know Superintendent Boone intimately, as I was then a teacher or county superintendent of schools in an adjoining county. He was then perhaps the most active and most sought after institute worker in the state. His

popularity was more than state wide and he was able to accept only a small proportion of the invitations that came to him for lectures and institute work.

In the spring of 1886, when President Jordan was proposing to establish a department of education in Indiana University, he asked me to suggest the names of two or three promising young men for consideration in that connection. He wished some one with broad scholarship and intimate acquaintance with the educational problems of the day and the public schools of the state, to place at the head of the department. I at once suggested Superintendent Boone of Frankfort. Others with whom President Jordan conferred also suggested Dr. Boone and he was selected for the position. He remained as professor of pedagogy in Indiana University from 1886 until 1893 when he was called to the presidency of the state normal school at Ypsilanti, Michigan.

Dr. Boone was therefore connected with the educational system of Indiana for more than 25 years. During that period (1868 to 1893) the public school system of Indiana made marvelous progress. This rapid and educationally sound progress was due to the presence in the state during all or a part of that period, of a number of exceptional men among whom I may mention a few: William A. Jones, and later, W. M. Parsons, presidents of the State Normal School; A. C. Shortridge, George P. Brown and L. H. Jones, each in turn Superintendent of the Indianapolis schools; George F. Bass of the Indianapolis schools; William A. Bell for many years owner and editor of the Indiana School Journal; Arnold Tompkins of De Pauw University, and Richard G. Boone. In higher education the two outstanding forces were David Starr Jordan and John M. Coulter.

Among all of these there was none better known, none more active or more influential in improving the public schools of the state than Dr. Boone.

### DR. BOONE AS I KNEW HIM

M. F. ANDREW

Formerly Assistant Superintendent of Schools Cincinnati

DR. BOONE came to Cincinnati under peculiar conditions. William H. Morgan, who in his youth had been a teacher, later an insurance agent, a politician and a member



of the school board, had been superintendent of schools for a dozen years.

Mr. Morgan was a product of the same system of schools he was now attempting to manage, having gone through the grades and one of our high schools. He knew nothing of modern methods—in fact cared nothing for them—but clung to the old with death-like tenacity.

Our course of study was "prescriptive" entirely. So many pages of geography and history by November and a certain other specified number by February, and so it went with all the subjects through the year. He believed thoroughly in the "set" examination, and twice each year the questions were prepared and sent from his office. Twice each year every teacher in the schools must send to the superintendent's office the standing of each pupil, but woe betide the teacher who had any marks below seventy.

Retarded, defective, borderline, subnormal, abnormal and the like were unknown terms with us and any teacher daring to use one of them would have faced dismissal.

On account of illness Mr. Morgan resigned in the summer of 1899, and Dr. Boone was elected for a term of two years. Although most of his work had been done in the neighboring state of Indiana, of our teachers but few had heard of him. Only a handful of principals and teachers was particularly interested in any educational work except that in our own system. Waving something new in the face of our educators (?) was like flaunting a flag in the face of a bull.

We had a large school-board made up of thirty-one members—one from each ward, and almost without exception, politicians. In the past each member had seen to it that his friend's daughter got an appointment, regardless of qualifications. In connection with our system we had a city normal school to which our high school graduates—girls in particular—might go for a year and a half, and these people were supposed to have preference in appointments.

It can be readily seen how a man with ideas and ideals would be hampered in any attempt to introduce new methods. A man with less skill than Richard G. Boone would have failed in the first year.

Dr. Boone had been a public school man, a professor of education in a university and came here direct from the presidency of the state normal school at Ypsilanti, Michigan,

where the training of teachers had been his business.

His successor in Michigan, Dr. Albert Leonard, now superintendent of schools in New Rochelle, New York, was a mutual friend of ours, so Dr. Boone and I soon formed a friendship that was genuine to the last. I was then supervising principal of Linwood School, an outlying district, so far away from the downtown noise that I could experiment, and he gave me a free rein.

I can see him yet as he would come into my building, quietly slip into a room where I was making an attempt to work out some problem and sit through a whole lesson. I shall never forget one visit in particular when he was accompanied by "our trustee" the Honorable Nicholas Longworth. Always after such visits he would talk with me and quietly point out the good and the bad as he saw it, in the recitation; or he would tell me with a twinkle in the eye what people were saying about my "strange doings" with a "Never mind, we will find out something."

He was not afraid to launch out and try something new. One day standing on the sidewalk waiting for his street car, I suggested taking the technical grammar as we then had it from one section of the eighth grade pupils and then try beginning Latin with them for the year. I can see the flash in his eyes and hear his words, "Try it and we will talk it over at the close of the year."

One can readily understand what a task he had before him. The school-board members who had controlled appointments, had in some way to be placated, and made to understand that the schools were for the children, and this was no easy job. His first really good move was in ridding the system of the city normal school.

There were on the board some real men who could be convinced that Dr. Boone was bringing us something worth while and something that the city needed. There were others who saw the good, but they were so tied to the ward politicians that they could not go where duty called.

He began his reforms gently, but his movements were too rapid for the majority of teachers. They had read or heard nothing of educational doings on the outside and did not understand his aims and attitude on school questions. Group meetings of principals and teachers were called, and he explained over and over again the ends at which he was aiming. "This freedom" was too much for

many who were critical, anxious for specific direction and the quarterly examination.

To those of us who were looking for a new day and for a chance to work in a sane way, Dr. Boone stood out as a wonderful character. Most men would have lost their poise and perhaps their temper, but through it all he was calm, patient but persistent. At any time he could have put aside his notions, fallen in with the old and moved smoothly, but he was too much the man to put away ideals.

Before the close of his first term, he had prepared and put into use a new course of study, largely suggestive and rich in material. The one feature that stood out above any others was the two-class arrangement. By this time he had won the respect and esteem of a large body of teachers—yet there were the few that could see nothing good in the new, and built all their arguments about the two class system.

In the spring of 1901, the Doctor was re-elected for a term of two years. He asked the board for two assistants. To fill these positions he appointed Superintendent Frank B. Dyer of Madisonville, a Cincinnati suburb, and Dr. H. H. Fick, a ward principal. Dr. Fick's work was for the most part with the German department.

The newly elected legislature provided for state normal schools and before Mr. Dyer had served nine months of his term as assistant superintendent he was appointed dean of the teachers college at Miami University, so he resigned his place in Cincinnati schools.

Nearly everybody in the city wanted the place, but some of us refrained. One day in early June Dr. Boone called me into his office and without any preliminaries said he was placing my name before the board for approval. I remarked that I had not sought the position and he replied by saying, "That is our good reason for appointing you." From that time to the close of his term, September, 1903, we worked harmoniously—never a jar—never a misunderstanding.

I consider that year spent with him worth more than all the years spent in school or study. Dr. Boone was a wonderful man, lovable, courteous, approachable, a gentleman in every particular, and the most far-seeing school man I have ever known. He was no doubt ahead of his time, but the foundation that he laid in Cincinnati, during his stay of four years, is the one upon which the city's fame as an educational center must rest. He

realized as no other person the opposition here, and in his heart would have said, "Forgive them for they know not what they do."

He once said to me, "Some one must be sacrificed for this old town, and I may as well be the victim as some other man."

Dr. Boone was my superior, but in our work and our association there was no such mark as superior and inferior. We were co-workers, students of education together,—friends in the best sense of the word. By knowing him my life has been richer, better and worth more to the world. "He builded better than he knew."

### SOME PERSONAL TRIBUTES

By CLARA MARTIN PARTRIDGE

Principal, Oxford School, Berkeley, Cal.

W HERE he walked there stole a gentler warmth into the sun's bright beam. When he smiled, a lovelier light fell upon the growing things anear. When he spoke, a new fire of resolve kindled in the hearts of those who heard, and a wider vision of life's meanings opened to their eyes.

He has passed on to a new experience, but the warmth, the light, the flame and the vision remain.

By MARGARET LAWRENCE

Washington, D. C.

M ANY times my thought and speech have turned in gratitude for the inspiring influence of those years under Mr. Boone's guidance. He had the stirring power, the enthusiasm and inspiring qualities of Roosevelt, along the finer, truer, higher ways of thought and being. I think all of his old pupils, and we were all his pupils, who came within his influence at all, have held him ever in most affectionate and grateful memory. I shall always regret in these later years that I could not again have listened to him, with his larger experiences and surer understanding. His personality, his work, and his aspirations are a very splendid inheritance for his children and should make them very proud and happy.

May 22, 1923.

By DAVID EUGENE SMITH

Professor of Mathematics, Teachers College  
Columbia University

I T was my privilege to know Dr. Boone before he became President of the State Normal College at Ypsilanti, Michigan, and to be associated with him for several years during

the first part of his presidency there. He was a man of great energy, and he did a great deal of good for the normal college at a time when much vigor of action was needed. I always found him a wise counsellor and a man who was very anxious to do all in his power to advance the work in the several departments provided the men had anything to suggest that was worth advancing.

Dr. Boone was a very energetic, stimulating speaker, and did much to arouse an interest in modern education in the Middle West during the years in which I was acquainted with him.

June 20, 1923.

By ULYSSES H. AMED  
Bursar, Indiana University

Bloomington, Indiana.

IT is to Dr. Richard Gause Boone, as much as to any one in all my associations, that I owe an early and lasting inspiration to be something worth while and to do something worth while.

It was when I was entering the teaching profession that he was called to Indiana University to organize the Department of Pedagogics and to become the head of that department.

After a year's close association with him, I entered the university. Majoring in his department, I was under his close guidance until my graduation from the institution. He was called to another field about the time of my graduation but his spirit continued with me and still abides. It will always abide.

July 31, 1923.

By ALBERT HENRY YODER  
Director of Extension Division, University of  
North Dakota, Grand Forks, Dakota

DR. BOONE established the chair of education in the Indiana University and creditably filled it for a number of years. He came there from Johns Hopkins University where he had studied with G. Stanley Hall, then the leading man in education in America. Dr. Boone was full of his subject; he enjoyed teaching and contact with students. In return his students appreciated his kindly interest and his admirable presentation of educational problems. Many of the eminent school men of Indiana and surrounding states gained their first insight into the educational world and their enthusiasm for teaching, from Richard Gause Boone. He was a later pioneer in education in the Middle West and by his teaching

lecturing and writing, materially aided in its upbuilding.

June 20, 1923.

By MRS. ADELIA R. HORN BROOK  
Berkeley, California

I GRADUATED from Dr. Boone's department when he was Professor of Education in Indiana University, and I have known him ever since. Of the many teachers that I have had, Dr. Boone was the most inspiring and helpful. As I think of him, admiration and gratitude rise in my heart and ask for expression.

His ideals were of the highest. His clear mind and his strong desire to see educational processes rationalized and ennobled, carried him far in advance of most educators and gave him great insight. His presentations of educational truths were so sane, so logical, so humorous, so tolerant, so optimistic and sincere that they went into the minds and hearts of his hearers, and the readers of his writings in many enlightening and convincing ways.

As a student in one of his summer courses at the University of California I noted the thoughtful attention of the students who crowded his classroom, many of whom were in high official positions in their own localities. His influence in turning educational thought toward the light was so strong and steady that no one can estimate how far its quiet force has reached and will continue to reach. The world is better for his having lived in it, for he was one of those great souls who help to make the lives of the next generation clearer intellectually, and gentler, happier, nobler.

Extract from Dr. Boone's last letter to me

It is more than just kind of you to allow me a follower's place with you in your venture. I know of no one better fitted to undertake what you are planning to do; and it needs to be done. You will do it. Let me have a chance whenever I can be of use to you, in this or any other way. I have so much faith in you that I should subscribe, in advance, to sponsor your enterprise whatever it might be.

By CHAS. E. RUGH  
University of California, Berkeley

IN the life of a single individual or the groups in which the individual lives, the influences and agencies are so complex and far-reaching that they can never be evaluated. I am just now thinking of an event that ultimately led to Dr. Boone's position in the University of California.

Back in the 1880's there was a forward-look-



ing county superintendent in Pennsylvania, one W. A. Beer, of Clarion County. I never learned how Superintendent Beer had heard of Dr. Boone, but he secured him for his institute. Dr. Boone was then professor of education in Indiana University. His work at that institute was in sharp contrast to that of the rest of the instructors and to what was usually done in such institutes; it was not only inspirational, it was fundamental. As always he was very vital, but he stood out above all other instructors in taking a personal and lively interest in several of the young men who sought interviews with him. As a result, a number of young men from the county went to Indiana University the following year. Naturally enough they sought out Dr. Boone and followed his wise counsel. As was natural, I think the majority of this group took work with Dr. Boone. From the first we found him a wise counsellor, he invited us individually into his office; this office was a model of neatness and efficiency. As I remember he was making at that time a special study of Herbert Spencer and Emerson with reference to their philosophi-

cal bearings upon the problems of education. We had the rare privilege of observing his methods of study and his remarkable system of notation. I recall that he showed us a volume of Spencer in which he had written his notes on the margin, and also exhibited a note book in which he had classified in the most beautiful manner the topics and quotations used in the study.

By an interesting and singular series of circumstances over which neither he nor any of this group had any control, he was led into his position in the University of California. Dr. Boone was accurate and thorough in his scholarship; he was cosmopolitan and refined in his text; he was an indomitable and efficient worker. These fine qualities were organized into a personality which made him a fine example for men of the teaching profession. He had the ability and the disposition to give the "unhurried interview" to his students; he had breadth of vision vitalized by wide and varied experience which made him a wise counsellor. All this made him live in the lives of those who loved and still love him.

## LAST UNPUBLISHED EDITORIALS AND ARTICLES WRITTEN BY DR. BOONE

### THE NATURALIZATION PROCESS

THE Americanization of aliens is a concept with a rapidly changing content. Naturalization is its legal aspect, only, neither may safely be limited to a few years of residence in this country, to one year's residence in the state, to a first sworn "intention," to a second petition to the court, to a 90-day wait thereafter, and to the court's final procedure. It is evident that the required residence in this country and one year in a particular state, and three months more after filing with the court a final petition, were meant as a period of preparation for such change of allegiance. Both Americanization and Naturalization must be seen as processes of education; the latter not less than the former.

Naturalization appeals should come to the court through the schools, and only with the school's endorsement. The years between first and second papers should be scrupulously and effectively used to fix a comprehension of our language well beyond the mere ability to read a few practised paragraphs and write one's name. Neither Naturalization nor Americanization will ever be more than a farce to so-

ciety and a joke to the alien until he can read with some intelligence and is disposed to read the publications that set forth our national and community ideals and social and civic standards.

The would-be citizen has especial need to know the simple facts of our history, the rise of our institutions, so strange to Old World peoples, the principles and safeguards of our economic life, and the call for his participation in governmental activities. He should be introduced to the stories and traditions of our American life, as, doubtless he once knew the folk tales and simple beginnings of his native land. There should come, also, a touch of the idealism of our life as expressed in the simple literature of our democracy, of the open door to comfort and preferment.

Something like this is the least that can be conceived as preparing for citizenship among us, those who have been reared under a different civic rule, whose lives have been adjusted to different social orders, many of whom have taken direction from those above; while here they are expected to familiarize themselves, by reading and independent thinking,



with the personal responsibilities of a new order. The five years between first and second papers are not too long, but long enough to accomplish most of these purposes, if used systematically and with foresight.

### DUNCES WHO MADE GOOD

**F**REQUENT references have appeared in news items recently, to wayward, idle and dull-witted youth in school who yet came to do a man's work in the world. Two of these going the rounds of the press are Lord Robert Clive, great soldier, military genius, an English peer at forty-two, and founder of the Empire of India, who had little aptitude for learning, at thirty-two could read or write with difficulty, only, was dubbed by his teacher, "a dunce if not reprobate." The second, Linnaeus, Swedish naturalist, founder of modern botany, was, in school, dull, aimless, poor in studies, "unhandy at everything; unfit (as one put it) for the pulpit even!" His genius was recognized by a doctor friend, he was sent to Upsala, and, in seven years was hailed as the greatest botanist of his age.

Henry Ward Beecher was the last boy in his class from whom anything was expected, and Amherst (1834) "gave him his diploma with regret." Adam Clarke, authority on Oriental and Biblical learning, editor of learned commentaries, was called by his father "a greivous dunce," and by his teacher, "the most stupid boy in school." Sir Humphry Davey, English chemist, inventor, and President of the Royal Society, was described as idle, and with only the gift for making verses; Charles Darwin, singularly incapable in youth of mastering any language; Goldsmith, the most beloved of English writers, of genial humor and benevolent spirit, of whom it is said, "he left scarcely any style of writing untouched, and touched nothing he did not adorn," was at studies neglectful, low in rank, a buffoon, caned often, and by his teacher called the "dullest pupil she ever had"; John Howard, humanitarian and reformer, learned next to nothing in school,—"an illustrious dunce"; Huxley, better than whom no one has written more charming English, detested writing till twenty-one years of age; Hegel, one of the greatest philosophers of modern times, was especially deficient in philosophy and his thesis refused; Stonewall Jackson was lowest in a class of 70, but graduated 17th; Grant, too, was not above mediocrity, was dull and unhappy; Napoleon, also, graduated 42nd in his military class, but

one may wonder who were the other 41; Lowell was reprimanded, both privately and publicly for carelessness in his themes and forensics, and was suspended in his sophomore year; Newton was at the bottom of the lowest forms but one, wrote poetry by choice, and once tried to be a farmer; Sheridan, the dramatist, was presented at school as "an incorrigible dunce"; of Scott, his Edinburgh professor said, "dunce he was and dunce he would remain"; Seward, in youth, was called "too stupid to learn"; Wellington did nothing at Eton or the military school, and was said by his mother to be "only fit for powder"; Dryden was an habitual truant; Buffon, the great naturalist, was thought to be a youth of "mediocre talents, a dunce, mischief-maker and predatory."

### What's the Answer?

No one fact or character can be cited, doubtless, to explain these apparent contradictions; therefore no one remedy is at hand to prevent the fears of waste. Certain observations seem to be reasonable. As appears from the list given (and there are forty other similar cases), some youths mature late, for whom, in the early years, only the rudiments of schooling are needed, the maturing process being more important than any knowledge of set lessons. Normally, this maturing does not come through the conventional program, sometimes it is a hindrance, only. With some there is a special talent so marked as to make carefully graded exercises seem puerile. Enrichment of life must come mainly through one channel; but enrichment is the end sought, not the mastery of the ordinary means. Occasionally, the school fails to note or regard the distinction. There are others in whom, by unwise mentors, self-confidence has been lost, or has never been aroused,—harsh criticism at home, blame unrelieved by any commending work. There is the youth, too, whose initiative and resourcefulness are stimulated, not repressed, by the intrusions of the martinet teachers or parents but the initiative of opposition. To such a person the exacting rules are anathema. There are youth who seem to be bad, self-willed, hot headed, domineering, destructive, or predatory. In the relatively long list hinted at (fifty-nine) there may be found examples of all these groups, and others, perhaps, whose subsequent achievements reveal the possession of coveted traits that the schools seek to cultivate and which many others who pass regularly through the routine of dictated assignments never ac-

quire. The lesson, if there be a lesson, is for teachers and parents, for any who have upon them the nurture of youth, that there be nursed a large-hearted confidence that the worth and the dullest are less bad than they seem, that waywardness may be only zeal misplaced, that if formal lessons do not reach them, then other means must be found, and that as boyhood is spirit it has the elements of goodness in it which it is the school's function to find and feed.

### THRIFT—ITS SCOPE

**M**R. CHAMBERLAIN has well expressed, in an address, the wide compass of the thrift movement. "Thrift" he says, "there must be in money matters—proper saving and spending and investing; thrift in modes of living and in dress; thrift in health, in the proper use of health and energy and in time; foresight in character development and moral attitudes; economies in the home, in business, in society, in individual and personal dealing, in community practices and in National development. Thrift in its human and physical aspects, with emphasis upon conservation of all natural resources, is alike important to the individual of today, the family of tomorrow, to society constantly and the future welfare of our people as a Nation."

In all of its phases, thrift is the elimination of waste, not the pinching of nickels and dimes, nor scant and bizarre dress, nor ascetic standards of behavior, nor meager living in the home, nor over-caution in business, nor over-conservatism in public affairs. It calls for an exercise of good judgment with regard for both present and further protection.

#### Money Thrift and the Need

It has been said "to know the future is no virtue, but it is the greatest of virtues to prepare for it." From investigations pretty carefully made with thousands of persons in all walks of life, it appears that of those over 65 years of age one in five is a pauper; and one in every three is dependent upon relatives or friends or upon charity. A Pennsylvania commission studying the problem concluded that 43 per cent of the people passing their fiftieth year have no property or other source of income except their earnings. The United States census of 1910 showed that 65 per cent of those over 65 years of age did not own their homes. It is perhaps true as has been estimated that 98 per cent of the American

people are living from day to day on their wages. A loss of employment means an approach to pauperism for all but two per cent of us. The need for presenting the principles of saving and sound investing is apparent. The Liberty Loans started the education of the people; but the practice needs conserving. It has been declared by economists and statisticians that "unless a man produces enough to house and clothe at least five persons he is not doing his share of the world's work. There must be an average of two children to each couple to maintain the race in stable number. Three children well reared in health and intelligence mean advance. Less than this means only status or deterioration. To be able and willing to produce for five in the present, and for future security means possible progress. The good citizens may fairly be held responsible for contributing to purposed progress. Another exhibit of this need is made in figures published recently by a life insurance company, as follows: "Of every 100 men who die, one leaves wealth, two leave comfort, fifteen leave from \$2,000 to \$10,000, eighty-two leave nothing. It is not stated how many of these leave families, but the majority of men are married and presumably have dependents. A man who assumes the obligation of a wife and family has a responsibility that involves more than providing food, shelter and clothing from day to day. Their futures must also be taken into account. "It is a common mistake," says Dr. Frank Crane, "to suppose that thrift means only saving money. Thrift means spending money intelligently as well as saving it. It simply means that you know what you are doing, how much you are spending, what you have spent and what you are going to spend. It is a matter of habit; when you get used to it, it is as easy as shiftlessness. Thrift is the road to contentment."

### TRAINING VS. EDUCATION

**A**S is not generally known, Herbert Spencer had little academic training, and none from the schools. What little he had from his wise father and his preacher uncle was of a desultory sort. It consisted of Latin, Greek and mathematics, a smattering of each, incidentally a little science, chiefly of his own acquiring, and not much else. Up to thirty years of age, when his first book was published, he had a somewhat successful but varied experience as an engineer; worked, at times, on two or three news and technical

papers; and busied himself, betimes, with miscellaneous invitations. But he was neither student nor scholar. Noting, in his autobiography, that "the natural culture effected by direct converse with the world around had been accompanied by little artificial culture", he asks the question, "How far did this lack of academic training affect the ultimate result?" This leads to a comparison of the values of training and education. Training implies "a forcing of the mind into shapes it would not otherwise have taken, a bending of the shoots out of their lines of spontaneous growth into conformity with a pattern." Fullness of information and readiness to use it in ordinary ways, he allows, come naturally from the schools; but it, as certainly, diminishes the ability to use information in ways which are not ordinary.

#### Our Problem

Here is the crux of the matter with reference to education for all of us. There is no virtue in information as such. Its value consists in the minor or larger uses it can be made to serve. For most persons "the readiness to use knowledge in ordinary ways" is, perhaps, mainly demanded. The individual must be adapted to established forms, to standard modes of behavior and particular skills and established faiths; to customary ideals of intercourse and exchange of services. This is training; and is an important factor in every one's happiness and efficiency; this ability and disposition "to use all one's information in ordinary ways." But this is not the highest purpose. To have been so matured as to know what to do and how to behave in unusual circumstances is an aim that is far more important. Resourcefulness in meeting the unexpected can come only from many experiences in meeting and having independently adjusted it to one's needs. This is the question of the schools, how to direct the acquiring of knowledge so as to realize its meanings in one's life; to fit the individual in a human world of change to continually re-adjust himself to the new environment and to new purposes. All this is quite as true of every student in the schools as of Herbert Spencer.

#### TEACHERS' CERTIFICATES

IN a generation there have gone on notable changes—improvements in the certificating of teachers. When the writer began his experience the authorization was by the county superintendent upon examination. Of the

ninety-two counties in his state no two, probably, had the same standards for either questions or grading. Admission to the profession has not yet been unified as it has been to law or medicine. Maybe it cannot be; maybe it should not. But there is even less reason that local judgment should evaluate teaching qualifications than those of the physician. The teaching body is characteristically migratory, except for the larger cities, and it would seem that fairly uniform standards of fitness should be required.

Twenty years show considerable progress in this respect. Of the forty-eight states, twenty-six have state systems of certificating. Seven others, either directly by issuing credentials, or indirectly by setting examinations and passing upon papers submitted by local officials. The forty-eight states issue a total of 595 certificates (more than twelve different forms to a state). Of these, 475 (eighty per cent) are from the central agency, being also life certificates. Ten states give no life certificates, but innumerable local and temporary ones. Even of state certificates there is wasteful specialization. Illinois uses three forms, California four, New Jersey twenty, Wyoming twenty-three, and Indiana twenty-five. The very widespread interest in the movement for a "single-salary schedule" is a recognition of the supreme service of teaching whether it be in the kindergarten, the high school, in citizenship classes or vocational training. It follows that whatever fullness of knowledge or class thinking or professional insights or optimism of purpose is needed for effective teaching anywhere, is needed elsewhere.

Special certificates may be necessary for a time, but they are a make-shift and to be outgrown. They are response to special pleading and lowered standards. Of all people, also, teachers have most to gain by this raising and converging of qualifications. If there is to be a "single salary schedule", there should be the aim, at least, at uniform high fitness for the work.

The Glenwood Mission Inn, Riverside, will be the headquarters for the annual Convention of County, City and District Superintendents of California, October 15-19, 1923. The State Superintendent of Public Instruction has requested all who are to attend the Convention to write the Mission Inn immediately for reservations.



# CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

## PARENT-TEACHER DAY AT STATE FAIR

Transmitted by MRS. HUGH BRADFORD,  
President, Sacramento

**T**ODAY, September 4th, Parent-Teacher Day at the State Fair, the mothers of the youth of California and the public school teachers who share with them the responsibility of fostering and guiding to radiant manhood and womanhood the children of California, took possession of the California State Fair, with the gathering there of members and officials of the Parent-Teacher Associations of the state.

Just previous to the luncheon which was given, the women gathered in the assembly hall in the main building at 11 o'clock, there to meet and discuss the important work of the great organization throughout the state. On the programs were State Superintendent of Public Instruction Will C. Wood, and an address by the state president of the association, Mrs. Hugh Bradford of Sacramento. The address of welcome was given by Ellis Franklin, a director of the state agricultural society.

Entertainment for the visiting women, who included representatives from practically every division in the state, was provided by an elementary school orchestra and chorus of more than 100 children from the local schools. There was also a delightful program of folk dancing in which fifty girls took part.

### Luncheon

Luncheon was served in the hall at noon at which Mrs. John Gilpin, president of the third district, gave the address of welcome. Mrs. Hugh Bradford presided and called for an impromptu response from Mrs. W. H. Barston of Berkeley, past president of the second district and present chairman of recreation department of the state.

Miss Amy Steinhart of the Chief Bureau of Children's Welfare, State Department of Finance, gave an interesting talk on Children's Welfare Week, and asked for the support of the association.

Mr. Chas. C. Hughes, City Superintendent of Schools, Sacramento, spoke on the Fads and Fancies of Education. In part he said, "The purely mechanical processes are becoming fundamentals of children's education—mechani-

cal training trains the brain through hands, eyes and ears. Drawing, science, and music are considered the fads and fancies while they are real fundamentals."

Rev. Harvey B. Miller of Alameda spoke on "The old home and the new youth", saying, "Dawn comes not twice to awaken any man—child training of the world lies only in the character of the new youth,—the new spirit is that of cooperation. The latest education is that of problem solving. Through the new youth we have the new world and the new home."

Mrs. Bradford asked for a roll call and it brought forth responses from four state officers, five district presidents, four state chairmen, six federation presidents and delegates and members from various associations of the state, making a total of 123.

Mr. Will C. Wood spoke on Character and Moral Training suggesting the appointment of a committee of three or four Parent-Teacher members to cooperate with three or four city and county superintendents to work out a program of child welfare work. To work out better methods for moral development, for better cooperation in reporting orphan children, deaf and blind children not in school—report them and the state will care for them, and make every effort to get these unfortunates in school; make the public understand the necessity for such an educational program. The public does not keep up with the school program. The people who criticize are those who do not have children, or having children, do not visit the schools. If education aims at character building, means making a life as well as making a living, then music and art have a place in our school plan. In the next three or four years the big problem is to make the public understand the need of education. If education is character training as well as the three R's, then kindergartens are necessary. The real education ahead of us is not so much the education of the child as of the adults of California as to what a general modern educational program is.

Mrs. E. L. De Arman (formerly Mrs. Ewing), National First Vice President, spoke on the



new national administration of the P. T. A. Four Point program, saying in part: "The world is a book, we who stay at home see one page, we who journey turn many pages. The Four Point program is First: Selling education, mental, moral, physical and spiritual to the nation. There are now 5% who attend high school—let's make it 5% who do not attend. Second, bring the home into more prominence. Home is not productive today as in the past. We must put constructive things before children. Third, parenthood on duty whole year around. We must take care of vacation time and instill reverence for parenthood in children so as when they grow up they will want a home of their own. Fourth, educated membership not inflated beyond strength.

### FROM PASADENA

THE state convention of the California Congress of Mothers and Parent-Teachers Associations will be held in Pasadena in May, 1924.

This great organization will be welcomed most cordially by the hostess city, which is making preparations to entertain many important conventions during this year, in commemoration of its fiftieth or golden anniversary.

This combined with the twenty-fifth, or silver anniversary of the California Congress of Mothers and P. T. A., will be unique and of such interest that the occasion will be one to be remembered in the years to come.

Pasadena is a city of homes—its homes and its schools are its greatest assets, and the greeting extended to our state organization, whose aims and objects are to bring the home and school into a closer, firmer relationship,

will be cordial, friendly and sincere, to all who come within our gates. Our city is noted for its hospitality, always. And the Federated P. T. A. of our city, which is strong and efficient, and which has done splendid constructive work in the twenty years of organization, and is considered a most helpful auxiliary of our public school system—will do everything possible to make it pleasant for all that attend.

It is hoped the number will be large and that associations will begin very early to arrange for sending their president and delegates.

The Pasadena Chamber of Commerce is making careful plans to care for all convention delegates and visitors, and these will be announced in due time.

### HOME DEPARTMENT

THE object of the Home Department is to help us as members of the P. T. A. to answer two questions: "Am I a better mother because I belong to the P. T. A.?" and "Have I a better home because of my P. T. A. work?"

Have a "P. T. A. book shelf," with a few well chosen books for individual reading, organize a reading circle for those who prefer group reading, and give up one program at a regular meeting of the Association to the presentation of "Reading as a P. T. A. activity."

The Home Education Division of the U. S. Bureau of Education offers an excellent reading course for parents, which may be had on application. The Child Welfare Magazine and the Loan Papers prepared by the National also provide splendid material, and city and county libraries are glad to suggest and to loan books for reading circle work.

MRS. DONALD R. GREEN  
State Chairman, Sacramento

### JOIN THE N. E. A.

The cause of public education is under fire. An attack, starting in scattered localities, led by a few people not supposed to represent more than a small minority has become widespread. The charges of "unnecessary" school expense and "inefficient" teaching are terms that attract thousands of unthinking people. It is the business of all persons interested in the welfare of public education in the United States to join forces in defense of the schools. The morale of the friends of education must be built up. Every teacher and every parent is directly or indirectly affected. There is no better way to build up unity in the teaching profession than by joining the local, state and national teachers' associations.

The National Education Association is the only organization which carries on the fight in the nation at large. Every teacher owes it to himself to join the national movement by joining the N. E. A. The Journal of the National Education Association is the best source of information on the progress of the cause and should be more useful than any other single publication in aiding the teacher to meet all attacks on education.

The city and county superintendents, building principals, and local teachers' associations are the various means through which membership in the N. E. A. may be obtained. Join in October and assure the N. E. A. another year of fine support from the teachers of California.

WILLIAM P. DUNLEVY, State N. E. A. Director.

## NEAR EAST COLLEGES TODAY

Account of Visit of Dr. Frank P. Graves to Various Colleges in the Near East  
President of the University of the State of New York and  
State Commissioner of Education

(Written for the Sierra Educational News)

I WAS originally scheduled to go abroad at the invitation of the Board of Trustees of the American University at Beirut, as the delegate of the Board of Regents of the University of the State of New York, to the inauguration of President Bayard Dodge. Subsequently I was also commissioned to give the Commencement addresses at Robert College and the Constantinople College for Women, as well as at the American University, to confer with the provisional Board of Trustees of the projected college at Athens, and to inspect the work of the Near East Relief at various centers in Turkey, Greece, Syria and Palestine. Mrs. Graves accompanied me in the pursuit of all these missions.

I intended to proceed directly to Constantinople by the Cunard Steamship *Mauretania*, and the *Simplon Oriental Express*. This plan was not changed until we reached Sofia, where we had to stop to secure a visa for Constantinople, and broke into the midst of a full fledged revolution. The coup d'etat, which resulted in upsetting the ministry of Stamboulsky, had been under way only a few hours when we arrived, and we were detained until the affair was finished.

The Women's College at Constantinople, which we first visited, is a remarkable institution, and it made a deep impression upon me. It was located at first on the Asiatic side of the Bosphorus, but a new plant has been built during the past dozen years on the European side on a beautiful site, and is a monument to the industry, sagacity and devotion of its present President, Dr. Mary Mills Patrick. The courses, too, are on a plane with those of the better class of institutions of higher learning in the United States. I was especially pleased with the foundation of a Medical School, as there is a strong demand for physicians of their own sex among Turkish women, who oftentimes are not allowed treatment by men.

I spent a little more than a week at

### Robert College,

and became somewhat acquainted with its staff, work, equipment and needs. It is maintaining the reputation that it has long since made among us for the character, ability

and scholarship of its professors, and for the solidity of its work and the adaptation of its courses to the peculiar environment and clientele. All of the surrounding countries—Bulgaria, Jugo-Slavia, Greece, Russia and Armenia—as well as Turkey, have felt the influence of the college as a builder of character and civilization. If the Near East is ever to solve its problems and to emerge triumphant from its present turmoil and disorder, it will be through the efforts of its own people, rather than through interference from without, and the leaders in this awakening are likely to be, for the most part, young men who have been trained in institutions of the type of Robert College.

At Beirut I conducted a series of conferences on modern movements in education for the faculty of the

### American University

and professors from half a dozen colleges within a radius of a thousand miles. The inauguration and commencement exercises were held out of doors, and there must have been some five thousand persons present. Besides the faculty and delegates, there were on the platform various Syrians of prominence, and representatives of the French and British governments, while the Patriarch and Metropolitan Archbishops of the Greek and Armenian Churches, leading Mohammedan ecclesiastical dignitaries, and the Chief of the Whirling Dervishes were seated on the front rows.

The American University at Beirut is a great and growing institution, and the scope and possibilities of its work can not possibly be comprehended by any one who has not been on the ground. It is a real university, with eight professional schools as well as a Liberal Arts college, and in everything except numbers and equipment, it is on a par with the greatest of American institutions. Its standards are high and are meticulously enforced. As a whole the faculty is composed of men of excellent scholarship, genuine teaching ability, strong character and complete devotion to work. In their ears still rings the call to service heard by Cyrus Hamlin and Daniel Bliss.

(Continued on page 495)

## CHOOSING THE CURRENT EVENTS TEXT

### PRESTON DAVIS

THE study of current events is now an established part of the curriculum in so many schools that the selection of a suitable text has become an important problem for the modern teacher to face.

It is even a more difficult task than the selection of other texts. There is seldom an approved list to act as guide, nor can definite samples be examined beforehand. The selection must be made somewhat on faith, before the material is written.

There are, however, certain things which should be demanded of a current events text. Obviously it must be current—that is, it must be issued periodically. But how often? Daily, weekly, or monthly? To conduct current events recitations every day is probably a waste of pupil's time and teacher's energy. There are, on the other hand, some schools in which the daily plan is successfully conducted. Some teachers make the current events recitation a part of the opening exercises; others devote the first ten or fifteen minutes of the American history period. But where time is limited and the program crowded, as it is in most schools today, it seems to be fairly generally agreed that once a week is about right for the current events class.

#### The Daily Papers

Given a weekly recitation, shall we use daily papers as a text? In that case, the pupil will have six or seven bulky papers which must be culled through to select sufficient material for one recitation. Grammar, or even high school, pupils can hardly be expected to exercise, unaided, the judgment necessary to select the proper material from such a mass as is thus presented.

There are other objections to the daily papers. Most of them contain varying quantities of highly undesirable matter—murders, robberies, divorces. And the headlines have a habit of emphasizing the wrong events. The child is in danger of getting a distorted idea of the relative importance of things.

The daily has one distinct advantage. Its news is fresher than that of the weekly or monthly can possibly be. It reaches its readers generally within twenty-four hours after the occurrence. But the advantage of having the current events recitation "up to the minute" is perhaps open to question. Is it, after all, important that the pupil should recite upon

the event within a few hours after it happens? Is it not more important that news should be presented to the children after sufficient time has elapsed to disclose its true importance and its relation to other events?

Daily papers are always in a hurry to "get on the press." It is impossible for them to avoid occasional errors, both of fact and of judgment. Items which appear to be important at the moment of happening are often played up on the front pages with startling headlines, and never heard of again. Sometimes items appear to have an important bearing on a situation, and are so presented, when sober second consideration shows them in quite a different light. The child's mind becomes confused. There is such a mass of material and so much of it contradictory! He loses interest; and after a child has lost interest in a subject, the teaching of that subject becomes ten times more difficult, as every teacher will testify.

#### Monthly Magazines

Monthly publications have, of course, the best opportunity for mature consideration of the material presented. For this reason they form an important part of current events study for classes above the eighth year. Every secondary school should have on its library table at least one good monthly magazine devoted to a review of current matters. The *World's Work*, *Review of Reviews*, *Current History*, *Current Opinion*; all are excellent.

But the monthly magazines can hardly be considered as the basis for current events work. The material which appears in them must, from their very nature, be written a long time before the copies reach subscribers. The editorial department of a monthly magazine is working on material from two to three months before the date of the issue in which the material is to appear. Under such a condition it is impossible to make the magazine more than a retrospective and commentary review of events. The monthly can not be a vehicle for news itself. It must assume that its readers already know something of the events, and it may then proceed to explain and to comment.

But what the teacher of current events needs is a news textbook—a publication which reports as well as comments; which gives the facts of events rather than opinions about them. Practically all magazines confine them-



selves to descriptive articles, with very little attempt to report news. In addition, the subscription price usually prevents supplying each pupil with his own copy, which is the ideal method. The monthly magazine has, as already mentioned, a very definite place in the school room, but it is not as the principal text for current events recitations.

#### The Weekly

By a process of elimination we are therefore compelled to choose the current events text from among the weeklies. Here there is a fairly wide range for selection. The periodical used will depend largely upon personal preferences of the teacher and the particular requirements of the class.

In choosing a publication, however, certain qualities should be carefully considered:

(1) **COST.** In by far the greater number of schools, especially in the eastern part of the United States, pupils pay for their own subscriptions. Whether the subscription price is borne by the pupil or by the school board, however, that publication which represents the least cost per pupil will have a tremendous advantage, other qualities being equal. Not only will there be a saving on each subscription, but the possibility of having every pupil supplied with his own copy each week will be greatly increased. Teachers who have experimented with various methods find this a great advantage. The pupil takes much more interest in the paper if he thinks of it as his own property, something he may save or do with as he pleases after it has served its purpose in the class room.

Incidentally, this last point is an argument in favor of having the pupil pay for his own subscription, rather than that it should be provided out of school funds. The sense of ownership greatly heightens interest. A magazine supplied, like other texts, by the school board, too often seems just another lesson to be learned per force.

(2) **SIMPLICITY.** Particularly in the grades, the material presented in the current events text should be so written that its entire meaning can be easily grasped by immature minds. This will mean not only simplicity in wording and sentence structure, but conciseness in each article, and the elimination of unnecessary details. The publications edited especially for school use can usually best qualify here because they are, or should be, written with this quality in mind. The magazines intended for general circulation naturally take for

granted that their readers are already fairly familiar with current affairs, and present their material accordingly.

(3) **INFORMATION CONTAINED.** It goes without saying that the current events text should be a comprehensive summary of the week's events. Yet it is surprising how many of the magazines used in upper classes confine themselves to comment on a few selected topics, without any attempt to "cover" the news. From such magazines pupils can hardly get any connected or comprehensive idea of what has been going on in the world. Comment, if free from prejudice, is valuable but the principal function of the current events text is as the reporter of events.

(4) **OBJECTIONABLE FEATURES.** Omission of important news items is not the only sin of the magazines intended for general circulation. Some are more objectionable because of what they contain than because of what they omit. Scandal and sensation, which condemn the daily newspaper in the school room, are rarely found in the reading columns of the news magazine. Sometimes, however, a magazine which seems to qualify as to material and price is rendered unsalable for school work because of the quality of advertising it contains.

With all these points in mind, then, the teacher must select whichever publication appears best to fill the particular needs of the class to be taught. Weekly appearance, low cost, simplicity, a comprehensive story of the news, lack of prejudice or propaganda, freedom from objectionable features; these are some of the things most desirable.

Two million public school children this fall, when they entered the classrooms, could not find a place to sit down. Los Angeles faces the most serious seat-shortage, with 16% of 164,000 pupils unseated. Chicago needs desks for 12% of 400,000. In New York City the deficit is less than 8%. Detroit and Minneapolis are large centers lacking only 3% or so, Cleveland 2%.

On the grand average, about one child in ten must join the overflow classes in basement or improvised classrooms. This, in spite of the fact, that in 1921, with one-sixth of its population in the public schools, the country spent a cent and a half of every dollar of its income in school bonds, aggregating \$240,000,000.



## Group of California County School Superintendents



Roy W. Cloud  
San Mateo



Mamie B. Lang  
Tehama



Dan H. White  
Solano



Harriett S. Lee  
Yolo



Cecil M. Davis  
Santa Cruz



Charlotte  
Cunningham—Shasta



Minerva Ferguson  
Lake



E. J. Fitzgerald  
El Dorado



R. P. Mitchell  
Orange



G. P. Morgan  
Tuolumne



Jas. B. Davidson  
Marin



S. M. Chaney  
Glenn



L. E. Chenoweth  
Kern



Belle Alexander  
Sierra



J. E. Buckman  
Tulare



Irene Burns  
Placer



Mark Keppel  
Los Angeles

These comprise all the pictures that have been received to date by the Sierra. Other County, City and District Superintendents are urged to send their photos in order that additional group pictures may be issued as space permits.

## WHY JOIN THE C. T. A.

MARK KEPPEL

President California Teachers' Association and California Council of Education

### TO THE TEACHERS OF CALIFORNIA:

**T**HE California Teachers' Association is the outstanding teachers' organization of California, composed of more than 18,000 teachers. It operates through six sections, and a Council of Education. It is most nearly of all teachers' organizations a state-wide society. It operates on the theory that teaching is a profession, the greatest of all professions. It came into being as an expression of the fact that human progress advances most rapidly as the result of united and enlightened effort. Who should belong to the California Teachers' Association? Each and every teacher. Why? Because teachers are members of a great profession, and because of what needs to be done by the profession, for the profession and for the state.

What does it cost? Membership costs 300/365 of a cent a day, or \$3.00 a year. The fee is divided and the local section retains and uses \$1.00, and \$2.00 is paid to the state organization. The purposes for which the dollar fee is to be used by the section are set forth in the program of the annual meeting. The state organization uses its \$2.00 fee to publish an official journal which is sent to each member of the Association; to maintain offices in San Francisco and Los Angeles, and to render every kind of service that needs to be performed by such an organization. What has this organization done? It has broken down provinciality in a very large measure and has replaced it with mutual understanding, mutual effort, and community of purpose. It has laid broad and deep the foundation for a united California, and has written into popular understanding and popular support its battle cry: equality of educational opportunity for every child, made possible by levying the taxes where wealth is, and by distributing the money thus secured where the children are. Tangible, outstanding achievements are:

1. A tenure law which is a great improvement over the old condition which prevailed when dismissal was possible at any time and for no cause.
2. The establishment of a Retirement Salary system. This system has been in operation ten years. Under its beneficent sway more than 800 aged teachers have retired and are each enjoying a salary of \$500.00 a year.

Moreover, in that time the permanent fund has grown from nothing to more than \$1,300,000.00, and is steadily increasing.

3. The C. T. A. made the greatest campaign of 1920 for constitutional amendment No. 16, which amendment to the State Constitution lifted the heavy hand of poverty from the rural schools of California.

There will always be much to do if progress is to continue. Teachers cannot afford to plod at the rear in the march of human progress.

The forces of selfishness and of reaction are always active. Therefore we must fight eternally to hold the ground we have already won. Besides holding the ground already occupied, we must go on to higher ground.

There is great need for laws which will secure decent living quarters for more than 700 teachers who are trying to teach school in the rural schools of California, but are hindered by unfit living conditions.

There is need for a law which authorizes the schools to furnish food to children at noon at actual cost. This neglect of a great duty and of a great opportunity is costing the state a fabulous sum that is worse than wasted.

Undernourished children cannot develop properly, nor do average work. They are retarded in their own development, and retard the progress of all children and increase the cost of education very greatly.

The Association needs to perfect its Placement Bureau, so that it may help every deserving teacher find a place whenever the teacher is unemployed. The Association must improve its official journal. The Association must study the problems of education, and must be ready to help solve them in the right way.

To do this work, requires money. The work cannot be done by one nor by a few. It can be done by all at a very moderate expense to each. Those who stay out, who refuse to help, simply lay their share of the great load on the shoulders of those who are members. The advantages which result from the work of the Association flow in almost equal measure to those who join and to those who refuse to join.

It seems that the fine sense of justice which rules in the lives of all of us should inspire each of us to join the California Teachers' Association.



# FROM THE FIELD

[This department comprises brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

## KITE TIME

Winifred Gerberding

*Teacher, ungraded room, Santa Monica, Calif.*

WHEN tiny boys  
With grimy paws  
And eager, squinting eyes  
Hold strings . . .  
And feel the pull of kites . . .

When grimy bits of shredded clothes  
Ascend the skies  
And flap and fly  
Quite free . . . .

When ragged, wind-torn trees  
Have flags of white  
And faded blue,  
And all the wires around  
Are windy graves  
Of broken kites . . . .

## Progress at Fresno

SUPERINTENDENT William John Cooper, City Superintendent, was instructor in education, University of Oregon Summer Session at Eugene, offering courses in supervision and principalship.

Walter R. Hepner, University of Southern California, Vice Principal of the Fresno High School, was elected Assistant Superintendent of Schools and will assume his duties September 1st. During the summer Mr. Hepner was instructor in social sciences and sociology at the state teachers college at San Jose, California.

A wing containing six class rooms, offices, and teachers' rooms is being added to the Chester Rowell elementary school at a cost of approximately \$40,000.00. An eight-room unit is being built for the Edison Technical School at a cost of approximately \$40,000.00. Seven portables have been completed at a cost of approximately \$11,000.00. Some eight hundred new sittings have been ordered for the coming year. Most of these have arrived.

## Death of Mr. Callahan

THE Macmillan Company loses by death one of the most successful and highly regarded men in the publishing business. Mr. Callahan has had charge of the foreign field for the Macmillan Company, and while on a recent trip to the Orient, was taken seriously ill and returned

to Seattle where he entered a hospital. Later on members of his family reached him from the east. His death occurred in July. Mr. Callahan has done meritorious work in the editorial department, having had charge of important interests. He had an especially wide circle of professional friends throughout the country. Our personal acquaintance with him led us to regard him with the highest esteem. His loss will be keenly felt.

## California Federation of Women's Clubs

THE California Federation of Women's Clubs will hold its annual convention in Pasadena May 30 and 31. The Pasadena Shakespeare Club will act as hostess, all other clubs in the city participating. This will in no way conflict with the Biennial of the General Federation of Women's Clubs which will convene in Los Angeles in the spring. "Women as a World Force" will be the slogan of the Biennial, Mrs. Robert J. Burdette, General Director of California and chairman of program, has announced. The dates for the Biennial have not as yet been set, but representatives from 18 countries are expected to attend. The program committee will meet in November when definite plans will be made and convention dates announced.

The California Federation of Women's Clubs is furthering the movement for home improvement in cooperation with the General Federation plans and the subject of "better homes" is to be stressed this year. Club women are particularly interested in the promotion of home extension because they desire the best possible living conditions for women and children. They realize the fundamental importance of agriculture to the Nation's prosperity and they believe that the greatest success of agriculture and rural life can only come through the highest development of the rural home.

## Scholarship Federation

THE California Scholarship Federation will hold its regular annual meeting and election of officers at 9:30 a. m. on Saturday, October 13, in the Grand Avenue school house, corner of 8th and Grand, Los Angeles. This is an important meeting, as several constitutional amendments are to come up for consideration. Each member school is entitled to one faculty representative. Non-member schools are invited to send visiting representatives. At this writing, member schools number 62. Senior high schools, only, may affiliate.

CHAS. F. SEYMOUR,  
Pres. Calif. Scholarship Fed.





# EDUCATIONAL LITERATURE



## Story Telling

That story telling is not entirely a lost art, and that the story has been made an effective educational tool in entirely new fields, appears from a volume recently issued by The Macmillan Company, **GOOD CITIZENSHIP THROUGH STORY TELLING** by Mildred P. Forbes. The importance of story telling in school work has been brought to our attention again and again by Miss Bailey, Miss Bryant, Mr. Wyche, and others. Miss Forbes, however, not only devotes very suggestive chapters to the use of the story with children and youths by both parents and teachers, but shows how to make effective use of it with adults, especially in the field of Americanization. The principles set forth in each chapter are concretely explained by one or more stories excellently chosen. The book should be in every professional library readily accessible to teachers.

WM. JOHN COOPER.

**Fact, Fancy and Opinion**—Examples of Present-Day Writing. Edited by Robert M. Gay, Professor of English, Simmons College, Boston. The Atlantic Monthly Press. Pages, 393.

This is an entertaining and useful nosegay of prose selections for student use and for general reading. Professor Gay says "The present collection has grown out of the desultory reading of two years, and has been gathered somewhat on Captain Cuttle's principle, 'When found, make note of.' My main purpose has been to collect from contemporary magazines and newspapers a large number of short essays, informal and personal in style, on as wide a range of topics as possible, keeping in mind the interests of students, and paying less attention to famous names than to readable subject matter.

"My reason for undertaking the task was my conviction that a book of examples of present-day writing on topics of permanent interest might be of service to supplement the more academic type of essays usually read by classes in composition. The accepted classics do not as a rule offer a reasonable standard for the student's emulation, because they have almost always been of slow growth and because they represent the ripest fruit of genius, both in thought and style. Mr. Strunsky has somewhere a sarcastic remark about the unreasonableness of asking a student to write an essay on the college gymnasium in the style of the Gettysburg Address; and most teachers come eventually to realize that, under average conditions of theme-writing, they have sufficient grounds for thanksgiving if their students as a group can write as well as the hurried author of an editorial in a metropolitan daily.

"Why not then, I thought, collect some editorials and short essays on subjects conceiv-

ably within the student's experience or comprehension, and written in styles which he might hopefully emulate? With such a book in his hands, he not only would have a volume rich in suggestions for his own writing, but would have a wide variety of standards or gauges by which to measure his own practice. Instead of a series of impeccable models by authors whose very names fill him with awe, he would have a collection of examples of how professional authors are writing today under conditions of time and stress not wholly unlike his own."

The material and arrangement of this attractive argosy well substantiates the author's hope and plan. The collection is thoroughly worth while.

V. M.

**General Psychology**—By Walter S. Hunter, professor of psychology, University of Kansas. Revised edition, 1923 (1st ed. 1919.) University of Chicago Press. Pages, 368.

Psychology is a field of human investigation that is undergoing profound metamorphoses. It is a baby giant, destined to colossal growth in the centuries that lie ahead of the race. In this period of rapid advancement, such a text as that of Prof. Hunter is especially valuable. It states, clearly and interestingly, the essential features of the psychological theories, experiments, and researches that are now so multitudinous.

The author states: "It has been written in the conviction that too much stress is placed upon normal adult psychology (pure psychology) in our introductory courses."

Concerning the mental superiority of "the white man," Professor Hunter, (pp. 122, 123) has the following interesting comments:

The chief differences between European stocks and the so-called inferior races will undoubtedly be found in general intelligence as revealed by mental tests of the kind described in the chapter on "Individual Psychology." Very significant beginnings have already been made with particular reference to a comparison of whites and negroes in this country. This work, carried on by Mayo, Baldwin, Pyle, Ferguson, and others, including the army psychologists, indicates a significant superiority of the white over the black in general intelligence, i. e., in learning capacity, or ability to adjust to novel situations. Investigations by Rowe, Garth, and Hunter reveal a significant difference between whites and Indians in ability to score in tests of general intelligence. Evidence has been presented indicating that degree of general intelligence varies with degree of white blood, pure whites ranking highest and pure Indians lowest. The correlation of intelligence score and degree of white blood in one case, using 151 fifteen-year-old whites and comparable numbers of one-fourth, one-half, three-fourths, and



full-blood Indians, was 0.51, P. E., 0.017. This general problem of the comparative psychology of races is one of great interest, but one in whose solution scientists have only started.

The material is uniformly fresh, cleancut, and carefully written, and is well worth reading by all thoughtful school people, as well as by college students.

V. M.

**Occupations. A Textbook for the Educational, Civic, and Vocational Guidance of Boys and Girls.**—By Enoch Burton Godwin, Financial and Economic Statistician; William Alonzo Wheatley, Head of Department of Education, State Normal School, Edinboro, Pennsylvania; and John M. Brewer, Director, Bureau of Vocational Guidance, Harvard University. Ginn and Company. Pages, 441. Illustrated. Price, \$1.48.

"Occupations" is a book which sets before young people the facts needed about the various occupations. It teaches them to recognize the constituents of a good vocation and enables them to put this knowledge to practical use in choosing their own life work.

The method of approach in "Occupations" is that followed by any broadminded teacher; it consists not in coercion nor in too close oversight, but simply in providing the necessary vocational information and in stimulating the student to make use of it. In many cases a concrete survey of the field brings about a natural adjustment in the student's own mind; hence the emphasis is always upon the informational side. The book places at the student's command facts to which he might otherwise secure access only through extended personal investigation.

The book supplies material sufficient for a year's work, with several recitations a week, or a half year's work, with daily recitations. The material is organized in flexible fashion, permitting the teacher to enlarge upon certain topics as individual class and local conditions make this advisable.

This is a book with a record of success in many kinds of classes. It has always been noted for its comprehensive handling of the subject and for the wealth of material which it provides. In its revised edition original strong points are retained and much new and pertinent material has been added.

The preface begins with the following statement:

"The subject matter of this book is one of the social sciences (the table of contents will indicate this clearly). As such it should have a regular place in the curriculum. Fifteen years of experimentation with the class on occupations have revealed the need for this work. The incidental teaching of occupations in English or other classes has sometimes succeeded, but at best has been found a makeshift. Lectures by successful workers are occasionally helpful, provided these speakers are acquainted with children and know how to present their subjects. For regular work, however, a good teacher with a textbook can do very much better, just as in geography, mathematics, or Latin."

The first edition of this textbook, a pioneer

in its field, for several years has had an increasing use among high schools. The present revised edition aims to retain the features which have proved best in the first edition, and includes the following improvements:

No. 1. It is designed for girls as well as for boys.

2. It conforms to the declaration of the National Vocational Guidance Association that "occupations should be chosen with service to society as the basic consideration, (and with personal satisfaction and remuneration as important secondary consideration."

3. Part I, entitled "Education, Work, and Cooperation" is new, as is also Part III on "Vocational Adjustment." Chapter 18, on "Homemaking and Allied Occupations" is new. The remaining chapters have been carefully revised.

The illustrations, exercises and problems, and references are uniformly excellent and well chosen.

The following paragraph, selected from the praiseworthy chapter on "Homemaking", is given as typical of the style and viewpoint of this commendable volume:

"Homemaking is a composite occupation. A peculiar and interesting thing about the homemaker's job is that she does in the course of a day or a week a variety of kinds of work, any one of which may be the sole occupation of a worker in a factory, dressmaking establishment, or bakery. Thus her job is a composite one, composed of tasks as widely separated as cleaning a room and reading a story to a child. Consider the following list as representing the kinds of jobs the homemaker has:

Cook, baker, dishwasher, waiter, servant, janitor, launderer, cleanser, dressmaker, milliner, nurse, nursemaid, teacher, dietitian, buyer, laborer.

This composite nature of the home maker's job makes her work at the same time interesting and very distracting. One distracting question is, for example, what clothes she shall wear for these various jobs, and how she can turn easily from one task to another, as she is forced to do. The team of four girls in a high school home economics department who prepare a lunch for four teachers can hardly imagine the task of a woman who is preparing a dinner all by herself, attending to a baby, answering the telephone, bringing all the items of the menu to the right condition at the right time, and finally sitting down well poised and happy with her guests."

V. M.

**Alaska—The American Northland.**—By Isabel Ambler Gilman. World Book Company. Pages, 343.

It is not easy for an untraveled resident of the states to form an adequate picture of Alaska. The excessively cold winters of the far north and the mountain interior give content to our conception of the entire territory and for all the year. It covers a tract of magnificent distances. It is a great land. We are told that this fact gave it its name Al-ay-ek-sa, meaning the "Great Land". From its extreme N. E. point on the Arctic Ocean and

the outer margin of Mackenzie Bay to Rat Island, the S. W. extremity of the Aleutian group the distance in a straight line is 1800 miles. Its irregular "Coast line is a thousand miles longer than the Equator". Its settlement history dates from the time of our American Revolution. Of Alaskan climates (plural) we are told that "more than two-thirds of the territory lies in the north temperate zone. The same isothermal lines that pass along the southern shores of Alaska are drawn through the city of New York". It has been claimed that the average annual temperature of Sitka is about the same as that of Richmond, Virginia. "In the coldest and most inclement regions plant life is abundant. The rains and mild air of the southeast coast region promote an almost tropical growth—luxuriant grasses and flowers, and deep forests festooned with verdure. The S. W. peninsula and the Aleutian Islands are rolling grasslands. The valleys of the interior are in summer vast expanses of forest, flowers, grasslands and vegetable gardens."

Of this expansive, roughly-contoured, diversely-climated, gorgeously-flowered and glacier-crowned, sparsely-settled region, Miss Gilman tells an interesting story; and it is a story, ingeniously constructed and artistically told.

Among the characters are Mr. Ford and family from Seattle (he is a lawyer), Mrs. Ford's sister, Aunt Sara in the recital; Mr. Johnson and two sons from New York (he, a mine owner who financed the expedition); a government teacher who knows the country and its history, and conducts the party's investigations; David, a Chilkat Indian. Tootlik, an Alaskan Eskimo and Kenneth Kendle, a Kansas City boy living in Alaska. With such a party and the travel of thousands of miles, in the midst of a new and strange environment, with enthusiastic conferences and the consultation of books, the occasional companionship of officers and crews, mine owners and workers, "sourdoughs", etc., a rich feast is spread. As a geography of Alaska it is complete. "The American Northland" is a book which both old and young will enjoy.

V. M.

**Vitalized Teaching**—By William C. Ruediger, Professor of Educational Psychology, George Washington University. Houghton-Mifflin Co. Pages, 105.

This compact volume is the latest contribution to the Riverside Educational Monographs Series. The three main divisions of the author's thought are presented as follows: (1) The problem of verbalism; (2) Exhibiting subject-matter; (3) Enlisting the activity of pupils. The theme throughout involves a discussion of the relation of the school to real life. The deficiencies now existing in that relationship are pointed out, and teaching processes through which the relationship may be made closer are presented. Excellent concrete suggestions are given, together with many illustrations of effective modern gestions are given, together with many illustrations of effective modern methods of instruction.

A. J. C.

**The Golden Book of Favorite Songs**, revised and enlarged. A Treasury of the Best Songs of our People (202 songs, 192 of which are with music). Compiled and edited by John W. Beattie, Director of Public School Music, Grand Rapids, Michigan. William Breach, Director of School and Community Music, Winston-Salem, North Carolina. Mabel Glenn, Director of Public School Music, Kansas City, Missouri. Walter J. Goodell, Composer and Harmonist, Chicago, Illinois. Edgar B. Gordon, Bureau of Extension, University of Wisconsin, Madison, Wisconsin. Norman H. Hall, Executive Secretary, National Week of Song, Chicago, Illinois. Ernest G. Heuser, Director of Public School Music, Indianapolis, Indiana. E. Jane Wisenall, Teacher of Music, Woodward High School, Cincinnati, Ohio. (Twelfth Edition Revised) Hall & McCreary Company. Quantity prices, 15c a copy; \$1.80 a dozen or \$15.00 a hundred, prepaid. Special rate: One hundred copies or more ordered at one time, shipped to one address, \$12.50 a hundred, transportation extra. Single copies, 20c, postpaid.

Ever since it was first published *The Golden Book of Favorite Songs* has been known as "the best all 'round song book." This term is even more applicable to the attractive revised and enlarged edition.

The many improvements that have been made in the book place it far ahead of anything else in its class. From an editorial point of view and from a mechanical standpoint, it is superior to anything else in its class. It contains 202 songs, every one of which is useful and good. There are songs for all occasions, so that the book is especially suited for both school and community singing.

*The Golden Book of Favorite Songs* was the first to include song histories, and this valuable feature has been retained in the new edition. It also includes a few useful responsive readings. In fact, when one takes into consideration the number of songs in the book, their quality and usefulness, the quality of the paper on which the book is printed and the tough durable character of the cover, there are few popular song books that will compare with the new edition of *The Golden Book of Favorite Songs*.

V. M.

**"The Graphs"**—A Map Drawing Hand Book for use of Teachers and Pupils by Mary M. Fitzgerald, Principal John Swett School, San Francisco, California. Harr Wagner Publishing Company. Pages, 89. Many plates and maps.

In April, 1920, the Day Elementary Schools of San Francisco were given a new course of study in geography. In order to help carry out the suggestions given under the topic, "Maps and Globes," the author found it necessary to devise a series of "Graphs" to make the maps practically draw themselves. Fortunately, every one concerned was pleased. The cooperation of her colleagues and the enthusiasm of the children delighted her beyond expression.

The graphs and maps presented are regular classroom work accomplished by pupils working under most explicit directions given by one, slowly, carefully, without waste of time, so that finally each child learned the lesson not only to the best of his ability, but also to the utmost extent of the directing power of a teacher

who had developed remarkable ability in getting results from every child in the class.

Plain and readily followed instructions are given for drawing all of the maps required by the course of study.

The name, "Graph" was suggested by the word Geography. By it is meant a working plan. In every "Graph" the unit is the ever useful square.

It is fundamental that there is no excellence without labor and that to get results there must be systematic practice. Nothing may be left to chance. There must be exact obedience to every direction, otherwise there will be no pleasure in the work. Drawing is the simplest and most effective form of visual education. As a matter of fact, it is much easier to learn to draw than to learn to write and the process is less wasteful. Children take great pleasure in doing things by rule and measure. The facility and exactness achieved by the use of the graphs are remarkable. The pupils learn to fix their ideas and develop a technique that aids in the formation of habits of observation, accuracy and application.

The maps used in this book are based upon the Advanced Geography—Tarr and McMurry—States Series. However, it is possible and practicable to use the graphs in drawing the required maps given in any text book used in studying geography. V. M.

**Food Planning and Preparation.** A Junior Course in Food Study with a Recipe Book for Use at Home and at School.—By Mabel T. Wellman, Professor and Head of the Department of Home Economics, Indiana University. J. B. Lippincott Company. Price, \$1.40. Pages, 354.

In this book, the author, following her experience in planning the popular teaching of a food course in the Junior Red Cross work, has presented a direct method of teaching children—in terms of their own interests and activities—the practical house-hold, facts which they need to know, as well as their relationship and responsibilities in this connection to the other members of their families. It is an attempt to make girls enjoy taking part in family life.

While the book gives most of the facts necessary for an elementary course in food, it is not at all the intention of the author that it should be taught by either an unskilled or untrained teacher. A book written for general use can never exactly fit the needs of all girls, with their varying interests and experiences, or of all localities, with their varying food conditions and customs, or of all school classes, with their varying equipments and length and frequency of lessons. This is the reason a skilled teacher is essential.

The following chapter and section headings will indicate the scope and viewpoint of this admirable text:

A SURVEY OF THE HOME. BREAKFAST IS READY. Breakfast Fruits and Beverages. Setting the Table. Planning the Meal. Breakfast Cereals. The Main Breakfast Dish. Hot Breads, Biscuits and Griddle Cakes. Table Manners. Rules for Dishwashing. A Home Library. DO YOU CARRY A LUNCH? What to put in your Lunch Box. If you Choose Your Lunch at School. HOW WE HELP OURSELVES GROW. Why We Should Eat The Right Food. Do You

Weigh What You Should? More Health Rules. Milk, the Perfect Food. Why You Should Eat Vegetables. LUNCHEONS AND LEFT-OVERS. Luncheon. Using Left-Overs. Taking Care of Food. WHAT SHALL WE HAVE FOR DINNER? A One-Dish Meal and the Five Food Groups. Meats That Take a Long Time to Cook. Meats Quickly Prepared, and Gelatine and Custard Desserts. More About Meal Planning. Fish, Cereal Puddings and Short Cake. Instead of Meat. Other Simple Desserts. Soups for Dinner. Pastry and Pie. A Dinner Party. IS BREAD THE STAFF OF LIFE? Yeast and Bread Made Without a Sponge. Different Kinds of Flour. Bread Made with a Sponge, and Rolls. MAY WE EAT SWEETS? Sugar and Candy. Cake, Frostings, and the Fat Used in Cake. Canning by the Open-Kettle and the Cold-Pack Methods. Jelly-Making. Marmalades, Preserves and Pickles. STOVES AND KITCHENS. Combustion and Stoves. Kitchen Arrangements. RECIPE BOOK FOR USE AT HOME AND AT SCHOOL. Introduction-Table of Measures. RECIPES AND EXERCISES. Fruits, Beverages, Cereals. Breakfast Dishes. Griddle Cakes. Lunches. Milk Dishes. Vegetables. Luncheon Dishes, Including Salads. One-Dish Meals. Slow Cooking Meats. Meats Quickly Prepared. Fish. Meat Substitutes. Soups. Desserts. Cereals, Puddings and Short Cakes. More Desserts. Bread. Other Breads. Candy Recipe. Cakes. Recipes to Use with Baby. Invalid Dishes. Cookies and Wafers. Canning. Jelly, Preserves, Etc. GENERAL BIBLIOGRAPHY. V. M.

**Job Sheets: Household Mechanics**—By Earl L. Bedell, Acting Supervisor of Manual Arts, Detroit, Michigan. Edited by K. G. Smith, State Supervisor of Industrial Education, Michigan. Series A. Manual Arts Press. Thirty-two sheets. 55c.

A very practical series of thirty-two illustrated job sheets, worked out according to the best modern pedagogy. Sample titles will show the range and utilitarian value of the lessons:

No. 5.—"To repair a piece of furniture in which the joints are loose."

No. 14.—"To repair a mortise lock."

No. 20.—"To repair a leaking compression faucet."

These job sheets have been successfully used in the Detroit public schools, not as a substitute for instruction but as a teaching device. In the hands of the pupil they become the means of developing good habits of work without requiring unnecessary supervision on the part of the teacher. The aim is to guide the pupil sufficiently without taking away his interest, rather than to present a solution of the problem.


The grouping of students permits several activities to be in progress at the same time. The pupil must have some source of accurate information before attempting any construction or repair work. Otherwise much time and materials will be wasted and the result will be general confusion for the entire class. As a rule, the teacher can give but a minute or two to the individual hence some means must be provided whereby the pupil will teach himself. These lesson sheets are an attempt to meet this situation.

An interesting feature is that on each job the approval of fellow-pupils is required, as follows:

Secure this approval before presenting the job sheet for the inspection of the instructor. Poor work should not be approved.

If this job has been done at home it should be approved by an adult of the family. V. M.





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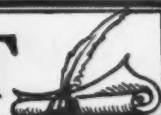
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Say you saw it in the Sierra Educational News



## NOTES AND COMMENT



### THE TEACHER AND SOCIETY

Excerpts from an Address Delivered at the State Teachers College, Fresno, by Superintendent William John Cooper

If to be workers, not shirkers, is the first duty of educated men and women, the second obligation I believe, is to maintain a sympathetic and helpful attitude toward those with less education. I have heard it said at commencement time that the only aristocracy which should exist in a democracy is an aristocracy of brains. It is questionable whether any aristocracy ought to exist in a democracy. There can be only commendation of course, for a policy giving the highest degree of training to those most capable and willing to receive it, provided these better educated and better trained persons maintain a proper respect for those less fortunate either in ability or opportunity. Those of you who are going out into educational service know that experiments in psychological laboratories indicate that all activity involves the entire human organism. I have become exceedingly weary and fatigued working in a hay field, where the bones and larger muscles of my body were doing the work and I have become more fatigued in discharging my professional duties where the brain and the central nervous system were accomplishing most of the labor. All the work of the world is worth doing. It is a correct capitalization of natural resources if those of high native mental capacities who are willing to undergo the hard work of training involved are drafted to do the mental work of the world, while those whose native endowments of bone and muscle are good and who dislike hard brain work are asked to do the manual work of the world.

The danger to every aristocracy is its attitude toward those that it believes are less worthy than itself. A military aristocracy built on military prowess eventually falls before the hatred it engenders in those over whom it rules. Political aristocracies are soon overturned and religious aristocracies suffer the same fate. Will the aristocracy of brains likewise be crushed in time? Stoddard, in his "Revolt of Civilization" predicts that our modern education will make a gulf between those highly educated and those incapable of receiving higher training, leading eventually to a revolt of the unfit against the more fit. This would throw our civilization into chaos. Can such an outcome be avoided? I believe it can, if each one will realize the worth of his calling in the work of the world and will respect the other fellow's calling. Let us agree that every activity does involve the whole organism but that some tasks make heavy demands chiefly on the bones and larger muscles. These require a comparatively short period of training for efficient service. Other tasks require a higher degree of motor

coordination and considerable mental alertness. To develop skills of this type a longer period of training is necessary. Those callings usually designated as professions as well as many fields of business today, demand a long, intensive and exhausting training of the tissues of the nerves and brain.

In any calling in which you may find yourself, remember that you do owe to the public constantly a return on the investment it has made in your education. Particularly does this apply to all of those who expect to teach. You will find in school work wonderful opportunities for service. You will also find many possibilities of shirking. You could take the attitude that your job is one to be measured by the hours of a clock for teaching appears to offer short hours. You will also find it possible to devote the best part of your waking hours to studying the future possibilities of the boys and girls committed to your charge. With these extremes of opportunity, which will you choose?

Whose is the responsibility for perpetuating these things which endure forever and on which civilization is really founded, if it be not such as you? Some whose sole aim appears to be satisfaction of the passions and baser desires in life

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may be excused on the ground that "they know not what they do." Many of you receive today the teacher's credential—a license which in the early university was indicated by the Master's or Doctor's degree. The degree is required for teaching today only in certain colleges, but every holder of the teacher's credential should go forth in the spirit of the Doctor or Master—the real teacher. You who take a junior certificate to a professional school should regard your paper as a bachelor's degree—as guarantee that you are prepared to settle down to real work of a purposeful sort. You who are recipients of the baccalaureate degree itself should consider its historic meaning—a real commencement of work worthy of the Master's or Doctor's degree. You are therefore singled out from fellow men and set apart. You have had the greater opportunity to learn the true values in life. Have we not a right to expect you to teach by precept and examples the more spiritual values?

**State-wide Spelling Contest:** State Superintendent Will C. Wood has asked that the following notice be called to the attention of all teachers: Recently we have heard a great deal about the efficiency of the old-time school and the alleged deficiency of the new. Knowing something about the old-time school and the new, I am convinced that the critics can be easily confounded. Already the Springfield tests given in Berkeley and elsewhere offering opportunity to compare the work of modern children with Massachusetts children in 1845 have demonstrated the superiority of the new school and confounded the critics who allege we are running to fads and frills. I am planning to conduct a state-wide spelling contest for members of high school graduating classes this fall, probably in November. It will be a written contest, the spelling material to consist of several paragraphs of Emerson's Essays dictated by me to pupils throughout the state by means of the radio. I would like to have a list of high schools maintaining radio equipment so that I may send out particulars concerning the contest when they have been completed. The contest will be limited to high school seniors. A medal will be awarded to the school whose graduating class makes the highest rating. If you are interested in this contest and have the means of conducting it, will you kindly let me know?

**Candidates for certification:** The following ruling has been received from State Superintendent Will C. Wood: Candidates for the elementary school certificate who hold normal school, college, or life diploma, and who have completed at least two and one-half years of training beyond graduation from high school, may be granted by the State Board of Education, a limited credential to expire September 15, 1924, with renewal dependent upon six units of summer session work in a California institution including two units in California School Law, provided this regulation shall apply to no application received prior to August 1, 1923.

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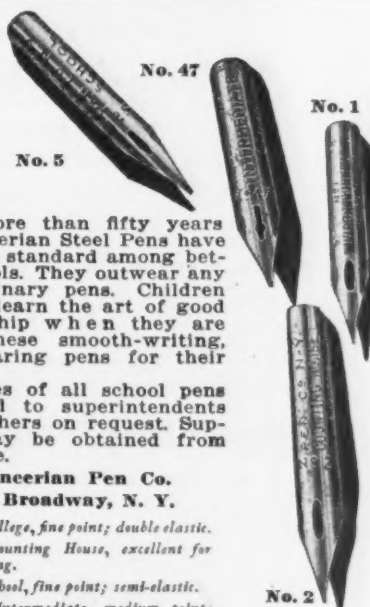
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(Continued from page 480)

But the material outlook for all these institutions is more critical than ever. The upset conditions, the high cost of living, and the disadvantageous rate of exchange in the Near East, are at their worst just when the increase in the student body and the development of the courses might be greatest and the need of sound knowledge and training is most obvious. If any philanthropist or promoter of education is in doubt as to where to place his money to the best advantage, let him investigate the Near East colleges.

On the way to Beirut I had a conference at Athens with the provisional Board of Trustees of the American College projected for that city. The new college is to have its local administration vested in a Board of Governors composed of Americans and Greeks, but the ultimate authority is to be reserved for the Trustees of Near East colleges in New York. It already has the support of the King and Cabinet of Greece and of the Metropolitan Archbishop, and has been promised a million dollars by an American foundation. It now awaits only a charter and faculty. If the Board of Trustees stands ready to select a faculty of equal ability and devotion, and courses with equivalent standard, to those of the existing Near East colleges, it is reasonable to suppose that a charter will readily be granted for an American College at Athens by the Board of Regents upon proper application. Thus one more educational institution will stand as a monument to the altruism and philanthropy of our country.

My duties in connection with the Near East Relief were pursued contemporaneously with those relating to education. I visited more than a dozen orphanages in Constantinople, Athens, Syria, Beirut, Nazareth and Jerusalem. I was greatly impressed with the magnificent work being done by the Relief under most disadvantageous conditions.

Albany, N. Y., August 16, 1923.

Mr. J. R. Meedebrand, Chief of School Service, National Geographic Society, Washington, D. C., states that requests for the Geographic News Bulletin should be mailed to him before the opening of the school year or as soon thereafter as possible. The National Geographic Society sends these weekly bulletins without charge other than the payment of twenty-five cents to cover the cost of mailing the thirty issues for the school year. The News Bulletin is especially helpful in the teaching of geography and current events.



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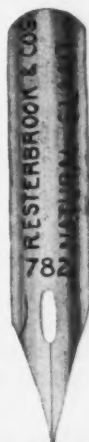
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The Official Figures for the Qualifying  
Contestants Were As Follows:

NAME	Five Minute Dictation at			Total Errors	Average Accuracy
	200 Words a Minute No. of Errors	240 Words a Minute No. of Errors	280 Words a Minute No. of Errors		
*Charles L. Swem....	2	18	9	29	99.19%
*Albert Schneider...	7	14	24	45	98.74%
*Martin J. Dupraw...	8	15	23	46	98.71%
Solomon Powsner....	9	24	54	87	97.57%
E. A. Reilender.....	23	36	51	110	96.93%
Alice Mengelkoch...	11	34	68	113	96.85%
Neale Ransom.....	20	49	51	120	96.68%

**Note:** The names marked with stars are writers of Gregg Shorthand. Mr. Swem was for eight years personal stenographer to President Wilson. Mr. Schneider and Mr. Dupraw are graduates of the New York City High School of Commerce.

*Send for complete report of the Speed Contest Committee*

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**The Junior High Schools of Berkeley, California,** prepared by James T. Preston, Chairman; W. B. Clark, H. H. Glessner, and D. L. Hennessey in cooperation with H. B. Wilson, Superintendent of Schools. U. S. Bureau of Education, Bulletin 1923, No. 4. Pages, 48.

An excellent exposition of the practical working out of a junior high school system is vividly presented.

The remarkable development of the Berkeley Junior High School system which has taken place in the last decade has brought with it the opportunity to evaluate those factors which contributed to its inception and growth, to appraise its distinctive contribution, and to acknowledge its errors or failures. Thus, taking stock of its present worth, we may be prepared to speak more authoritatively, to plan more definitely, in order that our pupils may secure the highest type of training for which they may have the inherent power and the right of accomplishment.

In the autumn of 1909 Superintendent of Schools Frank F. Bunker and the board of education were confronted with the necessity of providing more room for the incoming ninth-year pupils at the Berkeley High School. Financial conditions made it unwise to attempt enlarging the high school. Upon canvassing the situation, room enough to retain the pupils was found in the eight grammar schools, and it was decided that the ninth year should be placed in the four most centrally located.

This necessary mechanical distribution gave the superintendent a much desired opportunity to reorganize the work of the seventh, eighth and ninth grades upon a basis that had been suggested by President Eliot of Harvard.

The plan which Mr. Bunker recommended involved a reorganization and a regrouping of the several grades of the schools. Stated briefly, it was this:

To have three groups of schools, one group (the high school proper) comprising the tenth, eleventh and twelfth years only; the second group, which may be called the introductory high school group, comprising the seventh, eighth and ninth years only, and a third group of schools (the elementary schools proper) comprising all children of the first six years. To make it more concrete, the plan proposes, when in full operation, that all the seventh, eighth and ninth grade children of the entire department be assembled at certain schools which shall be organized for work of this character, that the work of the ninth year be no longer done at the high school proper, but at these centers; and that the other schools of the department comprise grades no higher than the sixth grade, the same to be feeders to the centers.

"From the statements and implications in their report," state the authors, "certain conclusions and tendencies are evident:"

1. The attracting and holding power of the junior high school organization is much more effective than the type of school which previously served grades seven, eight and nine in Berkeley.

2. The teaching staff is much better prepared

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for its work than obtained under the earlier type of organization.

3. Much richer and more varied advantages are provided for the education of the pupils in grades seven, eight and nine than were supplied before the junior high schools were organized.

4. More advantages emanate from pupil contacts with each other, since large numbers of the same age and social development are brought together in the junior high school.

5. The total situation in a junior high school enrolling 500 to 800 pupils with a sufficient staff of complete teachers is more inspiring to all concerned than was possible under the previous organization where the seventh and eighth grades were taught in small groups in the elementary schools. More types of things can be attempted, more interests and varieties of ability are appealed to and properly nourished, and all—pupils and teachers—become more ambitious to do the most worth-while things in thoroughly effective ways.

Many improvements and developments remain to be accomplished before the junior high school will have reached the plane of excellence it should attain. It has, however, demonstrated such great advantages that no progressive school system can possibly wish to abandon it. Indeed, every progressive school system which has not developed a junior high school system is now taking steps to establish such a system as soon as possible.

**The Complete Drawing System**—By D. R. Augsburg comprises The A B C of Drawing; The A B C of Color; Tablets, First to Eighth Years; The Draw-folio; Drawing and water-color pads; Augsburg Crayons and Water Colors. Globe Book Company. Copyright, 1923, by Edna K. Augsburg, Administratrix.

D. R. Augsburg gave his entire professional life to the teaching of drawing. At the time of his death he was in charge of the drawing work in the San Francisco State Teachers College. For years he was supervisor of drawing in the public schools of Oakland, California, and of Salt Lake City, Utah.

The **Complete Drawing System** published by his widow is his last great work, and consists of two self-instructing manuals for teachers, and eight practice tablets for the use of the pupils.

Working among the children and their teachers, Mr. Augsburg carefully developed and perfected the only real system of drawing that has ever been offered the schools of this country. Through his institute lectures, his text books and other writings he built up a national reputation as a teacher and author. For more than thirty years he taught the subject of drawing successfully. He put all of his theories to a thorough test, proving what he preached and perfecting what he proved. The result is—"The A B C of Drawing"—a teacher's handbook and self-instructing manual for all who care to learn how to use drawing in a practical, serviceable way; "The A B C of Color"—a handbook on water-color painting for the use of teachers,

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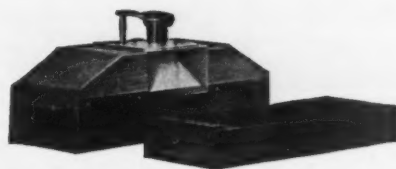
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**The A B C of Drawing** is a neatly printed, cloth bound book of 270 pages, containing some two hundred illustrations. It was designed especially for the use of teachers in the elementary grades. Not only does it tell what to teach, but how to teach it—the book is filled with specific examples of how to place the subject before the class.

Following each chapter are several pages under the heading "Suggestions for Teaching"; and this is followed, in turn, by a special section devoted to the problems of the kindergarten, first, second and third grade teachers.

The book is divided into five parts, as follows:  
Position, or the placing of objects.  
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Object drawing.

Each of these parts dovetails with the subject which preceded it, making the entire book a systematic, clear, orderly exposition of drawing and its uses. As handled by Mr. Augsburg in this greatest of all his many books, drawing is so practical and easy to comprehend that all

teachers can teach it and 99% of all pupils can learn it. **The A B C of Color** comprises 100 pages, also copiously illustrated—some in colors.

Professor Augsburg in this most valuable and practical series has made a substantial contribution to the fundamental philosophy and pedagogy of drawing in the public schools, as well as the best modern classroom technique.

An important but sadly neglected branch of professional education is brought forcibly to the attention of every one interested in library service by a report on "**Training for Library Service**," published by the Carnegie Corporation of New York.

As a result of a comprehensive study of the fifteen so-called professional library schools in the United States, the author of the report, Dr. C. C. Williamson, who was formerly connected with the New York Public Library, comes to the conclusion that the library schools of the country are not keeping pace with the needs of the libraries for trained service, a situation due very largely to the inadequate financial support the library schools, almost without exception, receive.

In the year reported on (1921), only four of the schools had budgets of more than \$10,000.

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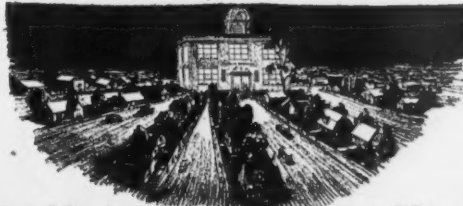
Because of their inability to pay salaries large enough to attract the well-trained and experienced members of the library profession, it has been difficult to keep the standards of instruction on a par with those of other kinds of professional schools. The average salary of the best paid instructor in each of the schools, not including the chief administrative officer, was about \$2,000. Only 52 per cent. of the members of the instructional staffs of the library schools in 1921 were college graduates.

In the discussion of the problem of increasing the number of students in training, the fact is brought out that when the study was made, the enrollment of the existing schools represented only 60 per cent. of their physical capacity. More men and women of first-class ability and qualities of intellectual and community leadership are needed in the library profession; but salaries are too low to offer a satisfactory career.

Among the many recommendations made for improving the work of the library schools and raising the standard of library service are: greatly increased budgets, to make possible adequate salaries and more full-time instructors; the establishment of fellowships and scholarships; the development of specialized courses of study to provide the advanced training now required in many special fields of library work; the introduction of correspondence instruction as a means of providing training in service; the immediate inauguration of a voluntary system of national certification of librarians; and a campaign to strengthen and extend the county library system, in order to effect a much needed improvement in the library service of small towns and rural districts.

**In the recent death of Cyrus Clark Boynton** at Los Angeles, California loses one of her best known educators. Mr. Boynton, who came to the state in 1887, was for many years connected with the Boynton Teachers' Agency. He was the organizer of this agency and directed its work through a quarter of a century, and became known to thousands of teachers and to administrators and employing boards. His honesty and integrity, professional attitude and good business judgment made him a valuable man. Before coming to California, he was principal of the Leland and Gray Seminary in Vermont, following which he was Superintendent of Schools at Lebanon, N. H.

Before organizing the Boynton Teachers' Agency in Southern California, he engaged in the realty business. During recent years he was one of the re-organizers of the Fidelity and Savings Loan Association. While acting as president of this organization the institution was expanded until it was recognized by the state commissioners as one of the safest and strongest on the Pacific Coast. He was a prominent church worker and was interested in many social and humanitarian projects. Our own personal acquaintance with Boynton led us to regard him in the highest terms. His more than 80 years of service is an enduring monument.



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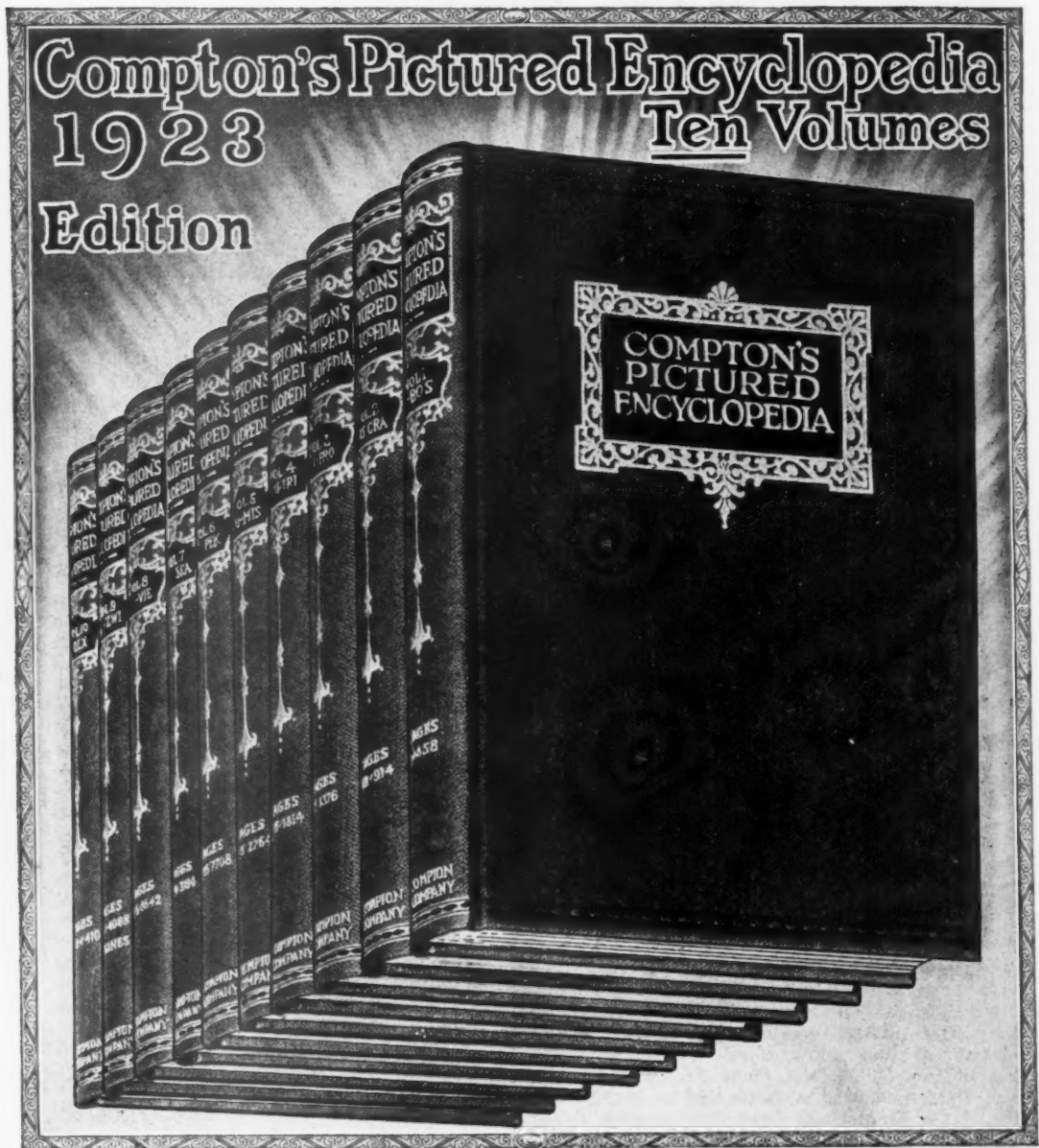
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**The Boys' and Girls' Clubs** in Hawaii are being conducted by the Extension Division of the United States Experiment Station in cooperation with various territorial institutions. Poultry, rabbit, dairy, pig, garden clubs, as well as canning, cooking and sewing clubs are being started.

The work is to be conducted largely in cooperation with the public schools, where agriculture and home economics have a very definite place in the schools' course of study, beginning with the fifth grade. This makes it easy to correlate club work with the school studies in these subjects that are under the direction of trained teachers. The project outlines given in the course of study includes much of the instructional work the club work gives. In addition to this the boys and girls are to get the business training of record keeping and the public demonstration work, which has a broad teaching influence. The demonstrations and exhibits at fairs will be excellent means of arousing interest in club work and promoting friendly rivalry and an opportunity by getting together at fairs, of profiting by one another's experience.

Various other agencies are used besides the schools,—as the University of Hawaii, Star Bulletin School Garden Contests, the Y. W. C. A., the Salvation Army Boys' Home, other Industrial Homes, where supervision and instruction are available.

Besides native Hawaiians and Caucasian boys and girls who will be raising crops, pigs, cows, poultry and learning to can, sew and cook, the largest percentage are Japanese, Chinese, Portuguese, Spaniards and Filipinos. Club members are so interested in their projects that there is every reason to believe that much of this interest is carried to the fathers and mothers in the homes, thus carrying out the extension service plans.

Regular club meetings are encouraged throughout the year, so as to get unity of effort and to foster community activities in connection with adult interests. In this way parents are oftener reached to get them to adopt the newer practices in agriculture and home making.

Although gardens may be grown all the year, the most advantageous time is in the fall and winter months for growing most vegetables. Diversified crops are being used in garden plans that the home may be supplied with the needed vegetables with the least expense. Canning is not done to a very great extent, because of the year round growing season present in Hawaii, but to utilize the frequent surplus of fruits and vegetables, canning clubs have large possibilities in making of jellies and jams from guavas, poha or roselle berry, as well as the mango, pineapple, plum and many other fruits. There are often vegetables and meat to can if these are grown on the place.

In the boys' and girls' club work every influence is brought to bear to obtain complete cooperation from all in order to work hand in hand in this great work,—keeping in mind the club motto: "Make the Best Better." Many of the Hawaiian boys and girls claim a special meaning for the 4-H Club sign as the H's mean

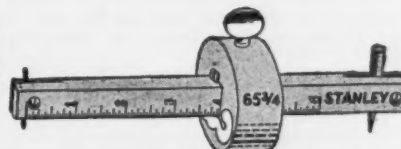
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School..... Grade taught.....

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MABEL, GREENE,

Extension Division, Boys' and Girls' Club  
Leader, U. S. Experiment Station, Honolulu, T. H.

The **Cumnoek Chronicle** is an attractive eight-page monthly magazine published under the auspices of the Cumnoek Hall, Los Angeles, School of Expression Journalism class. Original poems by upper grade children are charmingly featured. Here are two blossoms from the dewy garland:

#### Vacation

Vacation days are here at last,  
And now for frolic and fun,  
The busy winter now is past,  
Hurrah, the work is done.  
I get up in the morning  
And know no school today,  
I wander in the wheat field,  
And spend the day in play.

—Catherine Egbert, Eighth Grade.

#### To a Ground Pink

Oh, dainty blossom on that fragile stem,  
So close to earth that one must bend to see  
you,  
Your radiant sweetness filling all the air,  
Your colors tinted in the faintest hues.

Always when I look at you  
I seem to know you came from heaven.  
You cannot help but tell me  
That you're gift that God has given.  
—Joan Reppy, Eighth Grade.

The **president's cup** for scholarship, awarded each year by the University of Southern California to the high school having the highest average in scholarship of freshmen entering the college from that school, was this year awarded to the Huntington Park Union High School. The four boys entering from Huntington Park and winning this honor for their Alma Mater were Charles M. Collins, Albert M. Herman, James C. Lewis and Henry E. Stead. Fifty-six high schools, thirty-eight states and seven foreign countries are represented at this institution of learning. The cup was presented to the Huntington Park Union High School by H. J. Stonier, Assistant Executive Secretary of U. S. C., and accepted by Mr. J. M. Reeder, principal of the Huntington Park Union High School.

**Constitution Ordered Taught by State Legislature:** The following communication has been received from State Superintendent Will C. Wood: The last legislature passed A. B. 307 requiring that the Constitution of the United States and American ideals shall be taught in all institutions, public and private, in all grades above the seventh year of the elementary school. It is left to the superintendent of public in-



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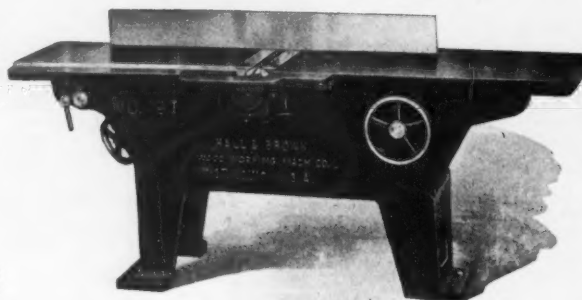
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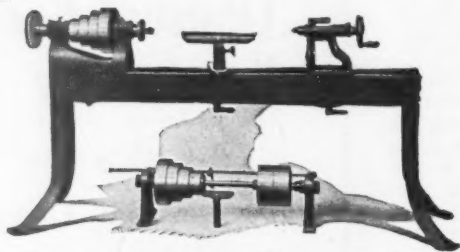
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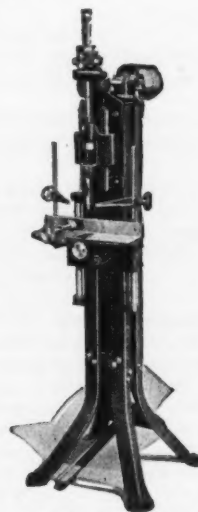
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5. Your composition will be judged by three impartial judges and the winners will be announced as soon as possible after the close of the contest. Each entrant in the contest agrees to accept the decision of the judges as final and conclusive without question.
6. The compositions will be judged for knowledge of the subject, grammar, neatness, spelling, general composition and clearness. Age will be given very careful consideration in selecting the winners.
7. An announcement of the prize winners in the Booklovers' Contest will be mailed to each contestant as soon as possible after the close of the contest.
8. All compositions must be mailed to the Contest Department of

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struction to fix the requirements of time to be devoted to the teaching of this subject. You are informed that the superintendent of public instruction, in accordance with the provisions of law, has fixed these requirements as follows: For the eighth year of the elementary school at least two periods a week of civics, including a study of the Constitution of the United States.

2. For the high schools:

- a. During the first two years of the pupil's course attention shall be given to the study and discussion of literature presenting American ideals. Such work will not constitute a separate course, but will be a part of the work in English.
  - b. During the fourth year of the high school course at least seventy-two periods must be devoted to the study of civics including a study of the Constitution of the United States and the workings of the American government.
  - c. During either the third or fourth year at least seventy-two periods must be devoted to the study of American history. However, it is recommended that a full year's work be given to this subject.
3. In institutions of college grade at least three hour-periods of work a week carried through a half year, the course to include a study of the Constitution of the United States and problems of citizenship.

Teachers, students and writers of Gregg shorthand (that means about 90% of all people

studying or writing shorthand) are rejoicing over the victory gained by Gregg writers at the National Court Reporting Speed Contest, held at Chicago in August. Every event was won by a writer of Gregg shorthand. Mr. Charles Swem, who is the editor of a magazine and never has done court reporting, won the world championship over experienced court reporters using Pitman systems of shorthand. Second place was won by Mr. Schneider, a young Gregg writer, who won the 1921 world's championship; third place was won by Mr. Dyprau, a student-writer of Gregg. Mr. Swem established a world record in accuracy, writing for a half hour, at two hundred words a minute, with only two errors. This yearly contest is the only one authorized and recognized and is open to writers of any and all systems of shorthand. The material used is prepared by and kept sealed by a committee of court reporters. The readers and checkers are court reporters. Mr. Fred Gurtler, a Chicago court reporter, and write of Gregg shorthand, was elected President of the National Court Reporters' Association for 1923-24.

**The National Alliance** for the Increase of the French Population has awarded the first prize of 50,000 francs to M. Paul Haury for the best popularly written pamphlet on the decreasing birth rate and the tragic consequences to the nation. Forty-four other prizes for essays on depopulation, ranging from 1,000 to 8,000 francs, were distributed. Half a million copies of Haury's booklet are to be printed at once.

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German experimental public schools are startling foreign observers by their exhibition of radical educational freedom. Four of these schools, according to a bureau of education bulletin, were originated by Dr. Paulsen in Hamburg, to prepare children for citizenship in the new and completely democratic state which was heralded in Germany after the World War. The vision of the ideal state faded, yet the popularity of the schools, rooted in Utopian idealism, is growing. Dr. Paulsen, now Superintendent of Schools in Berlin, plans to open twelve in that city.

Dr. Paulsen and the school principals and teachers who inaugurated the regime of complete freedom in Hamburg, continue their way of education in the hope that the coming generation, with freed souls and with the habit of personal responsibility, will be able to build a state in which freedom and cooperation replace the conditions of today, the bulletin states. They do not claim to know what that new world should be, but they believe that a generation brought up in freedom, with aspirations of the soul fully expressed, will be able to see what teachers and politicians of today can not see and to do what no nation has done so far. Their idea is said to be making a deep impression on Germany.

A strange kind of school is described in the bulletin. Not school knowledge but character and the free development of individuality are its aims. The beginners start at the age of six with a specified teacher, but as they grow older they choose their own teachers. There are no grades, no regular classes, no promotions. The children simply go to school and live for five or six hours a day with their teachers. They talk freely, move freely about the building, and work on what interests them. They ask questions and the teachers are there to answer them. They want to learn to read or write or to do something in arithmetic and the teacher is there to help them. If they do not want to learn these things no one forces them, or even urges them, to learn. In time every child does want to read or write, the teachers say, and they wait until this desire appears, for love of reading and knowledge can not be forced. After several years the child is said to have made great progress. The teachers emphasize, however, that advance in text books is incidental, for no one can tell the kind of knowledge these children will need in a type of society as yet unforeseen, they say.

If parents do not like this revolutionary mode of education, they may send their children to one of the conventional schools of the city, but it is stated that most parents whose children are in these schools are whole-heartedly in favor of the experiment. The teachers are people of high intelligence. The children are said to be spontaneous and self-reliant, and to express themselves more freely than children in most schools.

The United States Department of Agriculture has recently issued "A Forest Fire Prevention Handbook for the School Children of California."



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This pamphlet contains five lessons on forests and forest fires and their prevention. It also contains a forest map of California. It is a splendid book to place in the hands of the teachers. County and city superintendents are urged by State Superintendent Will C. Wood to write Mr. W. I. Hutchinson, Assistant District Forester, Ferry Building, San Francisco, stating the number of copies needed to supply all teachers in their respective jurisdictions.

Mr. Hutchinson is anxious to cooperate with the schools in this matter.

**The new Michigan law relative to teachers' retirement funds** will be of interest to California teachers.

The Condon Bill, passed at the recent session of the Michigan Legislature, has now become a law. Under this new law the teachers' retirement funds of cities of the state having a popu-

lation of more than 250,000 and comprising a single school district, are placed in the hands of a board of seven trustees. The base of payment is made \$1,500 instead of \$1,000 under the old law, and the trustees may, in their discretion, deduct not less than 1 per cent or more than 5 per cent of monthly salary. There is a refund section, providing for the repayment to teachers leaving the profession, of their contributions, with simple interest at 4 per cent.

**Ira C. Cross, Professor of Economics** at the University of California, has declined a \$20,000 a year position as head of the American Institution of Banking. The institute is an educational branch of the American Bankers' Association. Dr. Cross will continue to teach at \$4,500 a year.

"As vacation draws to a close, teachers naturally begin to collect and systematize their ideas and plans for the coming school year," says Supt. J. A. Cranston of Santa Ana in a circular to his teachers. "With this thought in mind I am asking you to give me definitely and briefly your answers to the following questions:"

1. How did your spend your vacation?
2. In what way has your vacation prepared you for more efficient service?
3. What is your aim or purpose in your particular line of work for the coming school year?
4. As an outgrowth of your training, experience, and observation, what is your definition of an education?
5. What characteristics would you consider in determining an educated person?
6. What books, magazines or papers have you found most helpful in your work?
7. What suggestions have you to offer for the betterment of the service?
8. What suggestions have you to offer for our evening institutes?

**The many friends of Dr. P. P. Claxton**, former United States Commissioner of Education, who has for the past two years been engaged in university work, are interested in knowing of his success at Tulsa, Oklahoma. The board of education of that city have honored themselves by appointing Dr. Claxton to the superintendency. Tulsa is a city of some 100,000 population. The salary paid Dr. Claxton is \$13,800, the highest salary paid any superintendent in the United States whether of city, state, or county. There have been some turbulent times in Oklahoma recently, especially as regards matters educational. Dr. Claxton brings to Tulsa an experience and background possessed by few. He has had large experience in university work and, as commissioner of education, knew at first hand what was going on throughout the country. He had a vision of the problems of the school from kindergarten through college. He knows thoroughly the details of administration, and as a speaker has few equals in the United States. Tulsa may well hope to keep herself in the lead in matters of education.

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The Santa Rosa Board of Education has approved the plans for a new \$375,000 high school for that city. A new grammar school costing \$100,000 has just been completed.



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**Rural School Survey of New York State: The Teaching Personnel.** William G. Bagley. **The Elementary Curriculum.** Orville G. Brim. **Community Relations.** Mabel Carney. Ithaca, New York, 1923. Pages, 279.

The survey was organized with the following sections and directors:

Administration and Supervision. C. H. Judd.  
School Support. Harlan Updegraff.  
Teachers and Courses of Study. W. C. Bagley.  
School Buildings. J. E. Butterworth.  
Measuring the Work of the Schools. M. E. Haggerty.

Community Relations. Mabel Carney.

The results of the studies conducted by these directors and their associates have been embodied in a series of extremely valuable reports, as follows:

Volume I. **Rural School Survey of New York State.**

(Preliminary Report) May, 1922.)

Volume II. **Administration and Supervision.** October, 1922.

The District System. Shelby.

The Supervisory District. Brooks.

The Community Unit. Works.

Principles of Administration. Bobbitt.

The State System of Examinations. Kruse.

Health Education. Peterson.

The State Schools of Agriculture. Holton.

Junior Extension. Holton.

Summary and Recommendations. Judd.

Volume III. **School Support.** Updegraff.

August, 1922.

Volume IV. **Teachers and Teacher Preparation.** Bagley. September, 1922.

Elementary School Curriculum. Brim.

Community Relations. Carney.

Volume V. **School Building.** Butterworth.

June, 1922.

Volume VI. **The Educational Product.** Haggerty. July, 1922.

Volume VII. **The Rural High Schools.** Ferriss. August, 1922.

(The administrative features of the high school were studied in cooperation with Dr. Judd, while teachers and curricula were developed under the general direction of Dr. Bagley.)

Volume VIII. **Vocational Education.** Eaton.

July, 1922.

(Prepared under the direction of Dr. Bagley.)

These volumes may be obtained at seventy-five cents each, postpaid, except Volume II, on **Administration and Supervision**, which is one dollar. Only a limited edition is printed.

California school people have been keenly interested in the progress of this survey, and in comparing and contrasting rural school conditions of California with those of New York.

One of the most interesting sections in the present volume is that describing (pp. 96-97)

**"The Median or Typical Rural-school Teacher."**

"The typical rural-school teacher in New York state is a woman between twenty-three and twenty-four years of age, who has been teaching between three and four years, having begun this work at the age of nineteen. She is a native-born New Yorker of native-born parents. She comes from a farmer's family, and is one of three or four children in the family. When she entered teaching, her family had an annual income of about \$1000. She attended an elementary rural school for eight years, and a neighboring high school for four years. During the latter part of her high school course, she was a member of a teacher-

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professional journal which appeals to her because of its simple, concrete suggestions and devices for teaching.

"In her school she not only teaches, but does most, if not all, of the janitor's work. She sweeps the floor daily. She may do the scrubbing; in any case the floor of this typical teacher's school is scrubbed about twice a year. The outhouses are scrubbed once a year. She is on the playground with her pupils at recess time almost every day, and frequently takes part in the games. Neither she nor any of the pupils who remain through the school hour have a hot lunch.

"She has a room by herself within a mile of the school house. This room is heated in winter. She is also free to use the living room of the house and to entertain callers there. She is likely to assist the housewife in the work of the home to the extent of more than an hour a day. If she lives with her parents, she spends much

more time assisting with the housework. Unless her home is there, she does not often remain in the district over the week-ends.

"For her teaching during the year 1920-21 she received between \$800 and \$850, and she taught nine months. During the summer she is likely to live with her parents and she usually helps with the housework and the lighter farm work. Her necessary living expenses during the school year she estimates at somewhat less than \$300, and she probably saved between \$200 and \$250 during the year in question. She has no one dependent upon her for support, either wholly or partially."

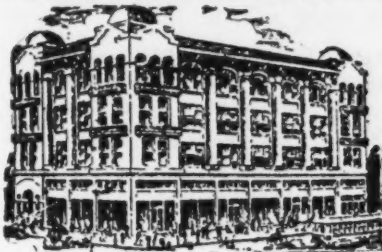
Sixteen hundred Boy Scout Troops with a membership of 35,000 were organized under Catholic auspices during the past year, according to report made at the recent Thirteenth Annual Meeting of the National Council, Boy Scouts of America. A summer school for



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Catholic scout executives was recently held at Notre Dame University under the auspices of the National Council of Catholic Men. Among the forty men registered for the course were eleven priests representing as many different dioceses.

**Boy Scouts of Los Angeles, California,** helped bring to the attention of the public the evil effects of narcotics when together with thousands of individuals and representatives of other well known civic and social bodies, they marched in the recent impressive procession headed by the International Narcotics Education Association. "The novel procession, the first of its kind ever seen in California," states a Los Angeles correspondent, "was an impressive demonstration of aroused public sentiment and fittingly inaugurated here the world-wide campaign against narcotics which will be conducted by governments, the church and the school."

**The Summer Session** at the National University of Mexico City was a decided success. About 300 students from the United States were in attendance and all were pleased at the variety of courses offered and the good work accomplished. All the instruction was in Spanish except courses for beginners. Courses in Mexican art and in archeology were the most popular. Many interesting excursions were conducted to near-by points during week-ends. Quite a party went from Southern California under the auspices of the University of Southern California. It was conducted by C. S.

Williams, president of the American Association of Teachers of Spanish.

**For several years** the recreation department of the city of Oakland has had a special department of educational dramatics. Interest in this delightful combination of education and play has grown until the services of a part-time director have grown to a full-time director and several assistants.

The educational, informal method is used wherein is stressed always the development of the player, rather than a more finished, less spontaneous production. The plays are of the highest type, and always the sort young people love. During the winter season children's matinees are given in Chabot Hall every other Saturday afternoon, and during vacation days in the little playground theatre in a wooded corner of Mosswood Park, a weekly matinee is presented. The program usually consists of three short plays and several costumed folk or dramatic dances. The performers come from the many playgrounds throughout the city which are visited by these directors of special activities. Some of the plays given this season are:

- "The Flower Garden"
- "Sir David Wears a Crown".....Stuart Walker
- "Indian Gifts"
- "The Three Wishes".....Constance Mackay
- "The Brewing of Brains"....Constance Mackay
- "The Foam Maiden".....Constance Mackay
- "The Golden Goose"
- "Fairly Minstrel of Glenmalure"
- "The Princess who Hid Her Shoes"
- "A Tramp and a Night's Lodging"

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## CURRENT EVENTS

5 So. Wabash Ave.  
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The California School Masters Club will have its October meeting on Wednesday evening, October 24th, at the Hotel Whitcomb, San Francisco. Mr. A. J. Cloud will be chairman of the evening. Dr. Baldwin of Iowa University, Superintendent J. M. Gwinn and Mr. Albert H. Elliot of San Francisco, will be the speakers. The latter will talk upon "Education and Business." James P. Preston of Berkeley is President. Dr. I. C. Hatch, Secretary.

"The most representative body in the world" met in Manhattan recently—the International Student Assembly, composed of delegates from each national group of students in the colleges and professional schools of Greater New York. Practically all races, colors, creeds were present; seventy nations, dependencies, colonies, mandated territories, had equal representation, two apiece. One third of the body was feminine. The purpose of the assembly was to exchange views upon current international topics, then cast the sentiment of all by vote.

Recently at Springfield, Illinois, labor leaders, Jewish rabbis, capitalists, Catholic priests and other "bloc" representatives, sat together in common good fellowship and high idealism, and planned a national university to be named after Abraham Lincoln and founded upon his ideals. A university for everybody is the plan—open day and night, seven days a week. A fund of one million dollars is sought.

### A LIMERICK CONTEST FOR TEACHERS AND OTHERS

Contact with teachers and other educators through a limerick contest about **Bank Stock** is the latest effort of the Knight-Counihan Co. of San Francisco, maker of that line of school stationery.

This contest is somewhat of a departure, since the call is ordinarily for letters rather than rhymes. The Knight-Counihan Co., however, is convinced that the teachers will enjoy giving serious comment in a lighter form. That the limerick not only gives sufficient room for a brief discussion of some phase of Bank Stock, but makes entries easier and much more entertaining. Accordingly the company offers \$50 for the best, \$25 for the second, and \$15 for the third best limericks submitted before December 15. Other limericks accepted will be paid for at the rate of \$1.00 each. The twenty-five best are to be published in a little book entitled "Rhyme and Reason in Bank Stock."

Three prominent educators will serve as judges in the contest, and the results ought to prove interesting.

**Specific Objectives in Education:** Mrs. Mary Byler Sharpe of Pasadena is organizing some interesting and helpful material for elementary teachers, along the lines of specific objectives



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or goals. She has prepared the following concise statement of some advantages in working with goals:

1. Definite, concrete work for the individual child; he knows where he is going and knows when he gets there.
2. Throws responsibility on the child. He is responsible, not the class. This is stimulating in two ways,—
  - a. Cannot shirk it off on another member of the class.  
(Negative side.)
  - b. Sense of power and achievement when a certain unit is completed. He has accomplished something, not the class.  
(Positive side.)
3. Allows for individual differences in the class,—
  - a. Minimum amount of work for the slow group.
  - b. Extra, enriching work for the superior child.
4. Appeals to the children,—
  - a. They like the elective system. Element of choice enters in.
  - b. Puts premium on outside work.
5. Correlates with other subjects,—
  - a. Language, art, music, literature, current events.
6. Stresses the use of many books rather than the use of a single text,—
  - a. Encourages the use of the public and school library.
  - b. Teaches how to use books of reference.
7. Proves to be great help to poor readers. Their reading improves as it becomes more purposeful. Increases amount of silent reading.
8. Helps the teacher as well as the child,—
 

Benefits of organization of material that offsets the initial cost of time and labor involved in preparing goals.

  - a. Unity and coherence resulting from planning the work out as a whole from the first of the term.
  - b. More time each day for the pupil's work and less time for planning own.
  - c. Sense of restfulness and composure due to the fact that work is well planned in advance. Therefore has better poise and is able to do better work and give more to the children.

**The Glenn County High School Teachers' Association** is about to begin its second year. The association meets three times a year. Its object is two-fold: (1) the discussion and solving of local educational problems; (2) the furtherance of fellowship among the teachers and the advancement of cooperation among the schools.

### CALENDAR OF COMING EVENTS OCTOBER

- 15-20. Convention of California City and County Superintendents, Riverside.
- 15-20. Meeting California Rural School Supervisors Association, Riverside.
- 18-20. Montana State Teachers Association, Butte, Grand Falls and Miles City.
- 22-26. California Teachers Association, Northern Section, Sacramento.
- 22-26. California Teachers Association, Bay Section, Oakland.
- 24. California School Masters Club, Hotel Whitcomb, San Francisco.

### NOVEMBER

- 18-24. American Education Week.
- 15. Hon. Will C. Wood's State-wide Spelling Contest, by radio.
- 26-27-28. California Teachers Association, Central Section, Fresno.

### DECEMBER

- 18-22. California Teachers Association, Southern Section, Los Angeles.
- 27-28-29. Modern Language Association of America, joint meeting with Central Division, Ann Arbor, Mich., under auspices University of Michigan.
- 27-29. American Association for the Advancement of Science, Cincinnati, Ohio.
- 27-Jan. 2. Seventy-fifth Anniversary. Education Section (Q) A. A. A. S., Cincinnati, Ohio.

Mr. David M. Durst of Orland is president; Mr. Lyman Harford of Orland, secretary; with an executive committee composed of Miss Elizabeth McDole, Willows, Miss Margaret Guilford, Orland, and Mr. H. M. Bishop, Hamilton City.

A representative group of rural school supervisors attending the 1923 summer session of the University of California have organized a significant and valuable state association. The movement has received the hearty endorsement of State Superintendent Will C. Wood and prominent school men and women throughout the state.

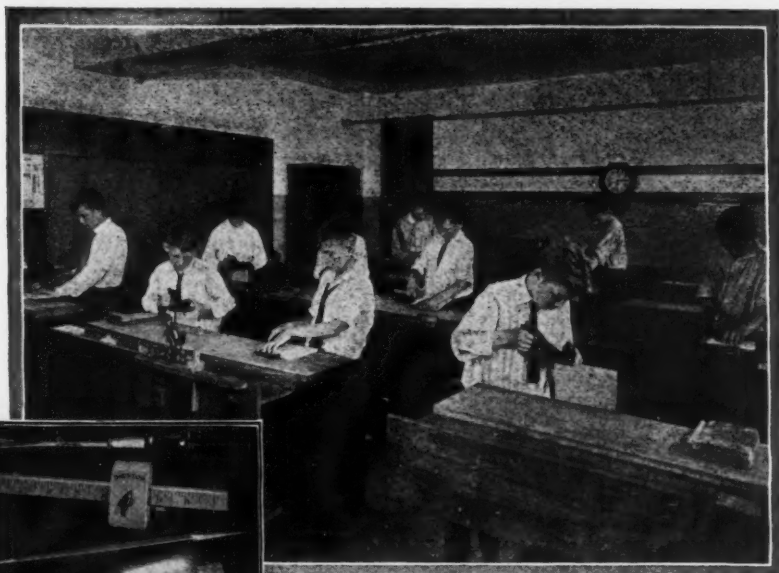
The first big meeting of the new association will be held at Riverside during the week beginning October 15th, at the time of the annual convention of city and county superintendents. Large attendance is anticipated—Dues fifty cents.

The officers are: Mr. George Schultzberg, San Andreas, president; Mr. W. J. Cagney, Lancaster, vice-president; Miss Jessie Keppel, (700 Hall of Records) Los Angeles, secretary-treasurer.

The aims and purposes of the association have been promulgated as follows:

1. To foster and protect the educational opportunities of the child.
2. To aid the rural teacher.
3. To exchange ideas so that each may profit by the experience of others.
4. To cooperate with other educational groups to further cause of education.
5. To make our voice heard in legislature effecting rural schools.
6. To help educate the public to a progressive rural school program.

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Please enter my name and send me further information about your BANK STOCK Limerick Contest.

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